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PRIVATE SECTOR ALTERNATIVES FOR PREVENTING READING FAILURE:

A directory of national organizations that provides a rationale for their need and an assessment of the professional training they make available for prospective or inservice teachers of reading

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PRIVATE SECTOR ALTERNATIVES FOR PREVENTING READING FAILURE

by
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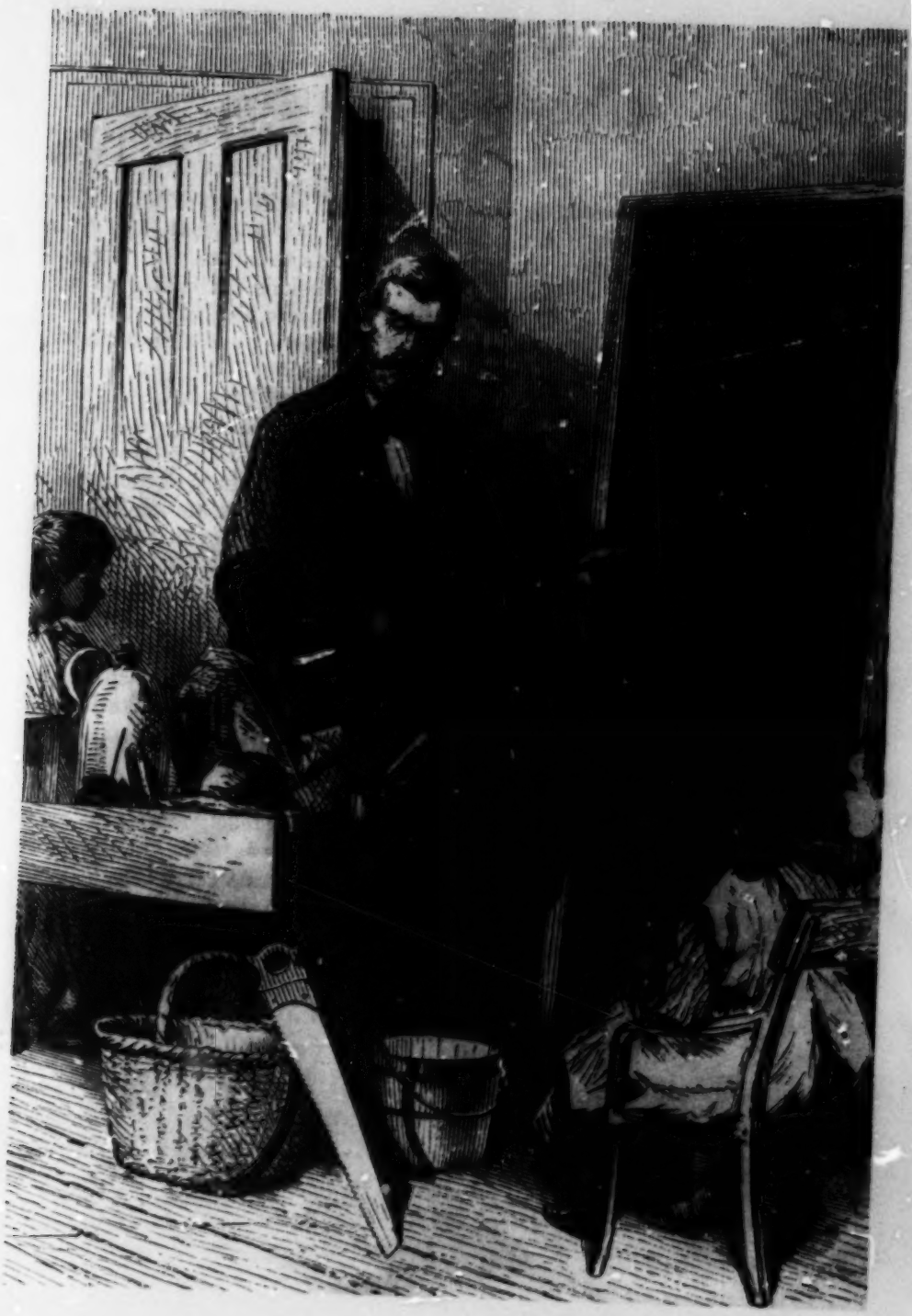
Through such publications as *Becoming a Nation of Readers* (1985), *What Works* (1986) and Secretary William Bennett's work, *First Lessons* (1986), the U.S. Department of Education has made great efforts to inform the public at large, public and private schools, and other institutions committed to promoting literacy, what reforms in reading instruction are needed if literacy is to be substantially improved in our nation. These three publications clearly indicate the specific reforms needed in this regard.

The present publication provides information about private sector organizations that have a proven track record of success in assisting teachers in translating these recommendations for reform in reading instruction into reality.

I am deeply indebted to those who made research on these organizations possible. Foremost, I am grateful beyond measure to the National Advisory Council on Educational Research and Improvement that provided the vision and resources that made this study possible.

I also wish to thank the Council's staff for its commitment, encouragement and assistance: Mary Grace Lucier, Executive Director, for managerial support; Michael Brunner, Senior Associate, who conceptualized and framed the work to be done, kept me on target, and provided me with a large and rich source of research materials that proved indispensable in conducting this study; and Dennis Cuddy, Senior Associate, who in reviewing parts of the manuscript, offered valuable suggestions that helped me clarify critical issues.

Finally, I wish to thank the private sector organizations that provided the information needed to "profile" their services in training teachers. If this report of my study is helpful in identifying sources of effective preservice and inservice teacher training, and thus is instrumental in stimulating reading reform in our nation's schools, this accomplishment will be due in large measure to the organizations that generously shared with me the details of their research-based methods of successful reading instruction.



1
Introduction

The major purpose of the present study was to identify and describe private sector organizations that presently provide training for prospective teachers of reading. The organizations are private enterprises, either of a profit or nonprofit makeup, that receive no direct public tax monies for the conduct of their operations. Brief profiles of the workings of each of these organizations will be given.

The study describes the monopoly over the training of reading teachers that currently is held by college and university departments of education. It depicts several of the unfortunate educational consequences of this monopoly. It is explained, for example, how future teachers of reading have not received the kind of training that best prepares them to conduct this instruction. In this regard, the lack of competition to departments of education in the training of reading teachers has resulted in the perpetuation of many "myths of reading instruction" (Groff, 1987). This monopoly undoubtedly has contributed to the crisis in the development of literacy that the nation now experiences.

A reasonable, and readily available alternative to departments of education in the training of reading teachers is the body of private sector organizations that offer this service. Profiles of 27 of these private sector organizations are presented. These descriptions of their programs of instruction give details regarding the cost, length, materials, content and methods of their instruction to reading teachers.

This study also presents examples of the successes that private sector organizations that train reading teachers have had in this enterprise. This record of accomplishment includes statistical data from experimental studies. Several private sector organizations offer prima facie evidence of the success of their operations: they have served their clients satisfactorily for many years. These organizations also use methods of teaching word recognition that appear to be superior to those used in department of education courses in reading instruction.

The primary justification for the present study is the emergency in the development of literacy that our country currently faces. The study describes the extent of this critical failure of our educational system, and the immense costs in terms of human development and productivity and national prestige it has exacted.

The efforts that have been made, so far, by government agencies, business and industry, and foundations to stimulate improvements in the quality of instruction in literacy are explained. It is demonstrated, however, that these actions, although commendable, have not dealt with one of the root causes of

the inadequate cultivation of literacy skills by our schools: the monopoly in the training of reading teachers held by college and university departments of education. This study suggests that until this monopoly is broken, that is, until private sector organizations that train reading teachers are allowed to compete with departments of education for the delivery of this educational service, the improvement of literacy in our nation will continue to be handicapped.

This conclusion is based fundamentally on the fact that monopoly practices result in socially unacceptable behavior by those who enjoy such an exclusive privilege, whether they be in business or industry, education, or government. History dramatically illustrates that when competition is curbed, so as to favor a given group, and so that equality of opportunity is denied certain of those seeking employment or commercial or entrepreneurial opportunities, product quality suffers, costs rise, productivity slackens, and service deteriorates. The many laws and government agencies that have been established in America to prevent monopoly practice attest to the nation's dedication to discourage anyone from obtaining rights that empower him or her to decide who can or cannot compete for jobs, or for sales of products or services.

In conclusion, this study made the argument that the regulations and laws that now entitle government agencies to reject, out of hand, the training given by private sector organizations that educate reading teachers are contrary to the nation's basic principles of fair play and equal opportunity in the educational marketplace. These rules and legislation should be changed, the study maintains, so that private sector training can be acceptable by the agencies that license teachers. Such a reform in credentialing laws would create competition between private sector organizations and departments of education for the training of teachers, and in the long run improve the quality of service they both offer.

II

The Monopoly in the Training of Reading Teachers

Although there always has been some private sector education of reading teachers, the training of these teachers for many years has been conducted almost exclusively by colleges and universities. The formal preparation of reading teachers in which teaching was explained as a body of pedagogical principles began in what were called "normal schools." These were teacher training institutions, started in 1839 (Borrowman, 1965), that offered a two-year or less course of study.

Normal schools stressed the development of craftsmanship in the classroom management of school subjects, including reading, rather than in the study of academic subject matter. Students in normal schools were trained to teach a prescribed reading curriculum through the use of textbooks and methodologies selected by the educational experts of the time.

By the turn of the century, normal schools began to offer a four-year curriculum that included academic subject matter. These newly-formed "state teachers colleges," as they now were called, awarded bachelor's degrees. For example, in 1890 the Albany, New York, Normal School made such changes. The transition of normal schools into state teachers colleges expanded rapidly from 1900 to 1926 (Harper, 1939). By the middle 1950's almost all state teachers colleges had been redesignated as state colleges and later as state universities.

Paralleling the changeover of normal schools to state teachers colleges was the growing acceptance of the study of teaching as a legitimate academic department at established and leading colleges and universities. This increased acceptance of pedagogy as a genuine academic subject matter brought with it growing controls by college and university departments of education over the preparation of reading teachers. To effect this control, a cooperative network of education professors, state and federal department of education officials, textbook publishers, leaders of teachers' organizations and unions and local school district personnel came into being.

Teacher Training is Standardized

As it is aptly described by Yarington (1978), this association has worked in a determined fashion to enforce the kind of instruction in reading methodology teachers would and would not be offered. For example, state departments of education ordinarily allow only the kind of instruction in the teaching of reading offered at approved college or university departments of education to be counted toward teacher certification requirements. The textbooks used in both college courses in reading instruction and by children in school class-

rooms are written by professors from these approved departments of education. These same professors also serve as the leaders of teachers' organizations and write many of the articles on reading that appear in their journals. Textbook publishers are willing supporters of this exclusive arrangement since it brings greater profits to them than otherwise would be possible. For example, departments of education recommend the use of consumable workbooks. These are write-in-once and throw away materials, which Johnson (1970) calculates constitute 80 percent of the cost of teaching reading the way that departments of education advocate. Members of teachers' organizations and local school district officials make few if any negative criticisms of this interlocking arrangement, seemingly blind to the inherent conflict of interest such an entanglement engenders. This is despite the fact that monopolistic practices in the preparation of reading teachers that this syndicate of educational forces have adopted makes the teaching of reading in schools more expensive than it should be.

School board members may be reluctant, however, to interfere in the operations of this cooperative enterprise for fear of its reprisal against them at election time for such interference. In this respect, Lieberman (1986) claims that school board members often lose their seats in elections in which they face teacher union opposition. In any event, it is reported that many school board members have "said that they were disillusioned when they learned how little authority they had and how difficult it was to get anything done" (Institute for Educational Leadership, 1986, p.17). For example, any school board anywhere will readily attest that at present it cannot award merit pay to exceptionally able teachers of reading. School boards currently are thwarted by teacher unions from giving bonuses to teachers who are able to learn and to put into effect the most effective methods of teaching reading so that their pupils as a consequence learn to read exceptionally well (Finn, 1985).

A Monopoly Is Established

The result of the workings of this "great American reading machine," as Yarington (1978) calls it, has been an attempt to establish a monopoly in the dispensation of instruction in reading pedagogy by departments of education in colleges and universities. As he sees it,

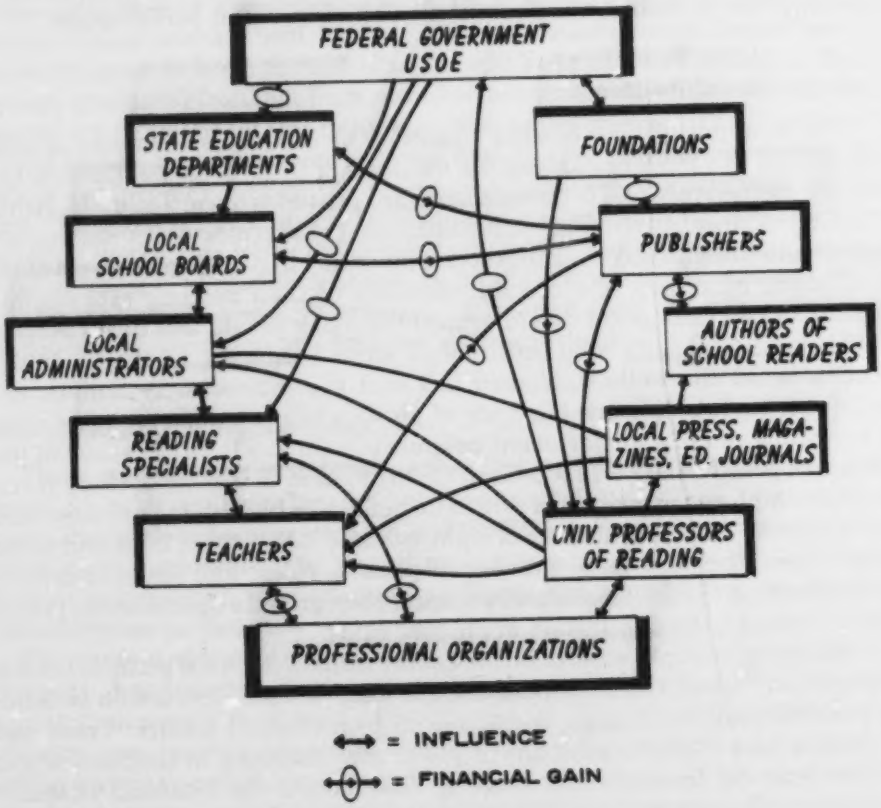
> "The Great American Reading Machine is not a tight institution with clearly observable boundaries like the American Bar Association or the American Medical Association with their review boards, certifying procedures, and organizational structures. But The Great American Reading Machine ultimately affects every child in every school; it causes the illiteracy problem in the United States. It is a complex contraption that feeds upon itself: it is self-perpetuating, inbred, and self-supporting" (p.17).

College students ordinarily are not allowed at present to enroll in courses in reading pedagogy unless they agree beforehand to enter the teacher education programs at these institutions, it is clear. Courses in reading instruction

offered by private sector commercial enterprises usually cannot be substituted for these college department of education courses. State departments of education commonly refuse to honor the private sector courses as fulfillment of the requirements for teaching credentials. Normally, local school districts will not accept this private sector coursework as evidence that their teachers have made the improvement in proficiency that is used by school districts to award teachers increases in pay or promotion in job status.

The interlocking nature of the "great American reading machine" becomes more impressive when it is displayed graphically:

THE GREAT AMERICAN READING MACHINE



(Reprinted with permission from The Great American Reading Machine by David J. Yarington, Hayden Book Company, Rochelle Park, NJ, 1978.)

Now The U.S. Department of Education

The successful operation of this system of interdependent educational bodies is ensured by the fact that reforms in the preparation of reading teachers by and large are controlled by institutions of higher education. It has been argued convincingly, however, that the decisions that colleges and universities make in this regard are seldom based essentially on what is best for the teaching of reading (Lieberman, 1986). Once an institution of higher learning has been geared up to educate reading teachers in a certain fashion, it is not likely to willingly or meekly to accept the changes in curriculum, faculty, and administration that are needed to put into effect the reforms in the preparation of reading teachers that the experimental research suggests are necessary. As Perelman (1985, p.17) correctly observes, "education's most serious shortcoming is the studied indifference to productivity in educational institutions." The result of such a fault in educational production is, of course, inefficiency, an alarming rise in costs, and a lack of desired educational performance.

Consequences of the Monopoly

The domination over teacher education by college departments of education has led to a tendency among the members of these departments who teach reading methods courses to develop arrogant attitudes toward outside criticism of their practices. As Groff (1987a) points out, these professors of reading often appear unwilling to accept or to respond favorably to negative analyses of their work made by critics who are not members of their reading establishment ingroup. As an example of this in-group attitude, it is said that over two-thirds of the reading experts who continue to write textbooks on the teaching of reading reject the well-established fact that the intensive, systematic early and direct (code-emphasis) teaching of phonics brings on the greatest degree of beginning reading achievement possible (Chall, 1983). In his study of these textbooks printed in the 1980's Groff (1987b) found that none of them favored the code-emphasis principles of synthetic-deductive (isolated phonemes) teaching of phonics, the de-emphasis of sight words, configuration cues and context cues, instruction of a large number of phonics rules, and that children can infer the correct pronunciation of a word if they gain its approximate pronunciation through the application of phonics rules.

Strangely enough, some of these reading authorities view phonics teaching as a political issue, claiming that the advocacy of such instruction is tainted by political and/or sociological motives of a reactionary nature. These same professors have risen to positions of power and influence in teachers' organizations like the International Reading Association, the National Council of Teachers of English, and the National Education Association. Their anti-phonics views are reflected in the publications and conventions of these organizations, where seldom, if ever, is phonics teaching given any praise.

The non-utilization of research findings on phonics teaching by these dominant professors of reading, and their unwillingness to allow empirical evidence to dictate how future teachers of reading should be educated, have resulted in

a general lack of any practical effects of research findings on reading instruction in the schools. For example, it can be easily demonstrated that those in the strongest position to influence the course of reading instruction, the reading experts who write the basal readers almost all school children use, do not consistently adopt the findings of research for this purpose. It is clear that findings from research have not been the most compelling force behind changes that have occurred in basal reading programs (Durkin, 1986).

These reading professors also often claim that there is in fact no significant degree of illiteracy in the nation. This statement, along with the distorted nature of the advice they give to future reading teachers has confused the courts that have handled the claims made by parents for legal redress against school districts for malpractice in the teaching of reading. So far, with the exceptions of the Karen Morse case in Henniker, NH, in 1987, and of a small claims court case in Beaumont, CA, in 1974, parents have not been able to convince judges to cite school districts who have failed to teach their otherwise normal children to learn to read. The $27,000 Federal Court award to Morse, who was graduated from her high school although she was illiterate, has been accepted for payment by the Henniker, NH, school district. This award is to be used to pay for instruction to bring her reading abilities up to specified levels of competency. Before the Morse case, however, the courts in general asked, "How can school districts be held legally responsible for their practices in reading instruction when the reading professors who educate their teachers cannot agree as to how reading should be taught?" It is noticeable in any event, that the monopoly in the preparation of reading teachers now enjoyed by departments of education has not been significantly challenged by the courts.

Myths of Reading Instruction Prevail

These monopolistic practices bring with them other disadvantageous side effects. As evidence from the field of economics would attest, production in monopolies tends to become sluggish and inefficient. Product quality inevitably suffers. Costs accelerate. The almost exclusive control of how the training of reading teachers shall be conducted by colleges and universities has proved to be no exception to this rule.

The present monopoly in the training of reading teachers by college and university departments of education thus has had a greater effect on such training than merely making it difficult to obtain. This seemingly impregnable authority over teacher education has led to the perpetuation of practices in reading instruction that have been discredited by experimental research findings. A consequence of the heretofore invulnerable power over the education of reading teachers by departments of education has been a group of serious mistakes in the way teachers have been trained to carry out reading instruction.

These "myths of reading instruction," as Groff (1987a) calls these mistakes, include the unsubstantiated notions that intensive phonics instruction hinders the development of children's reading comprehension, and that English spell-

ing is too unpredictable for the application of phonics rules to be successful in the decoding of written words. In this respect, prospective reading teachers have been incorrectly led to believe in the existence of "sight words," a phenomenon research has effectively discredited, and that reading is best taught by the sentence method, i.e., that teaching the use of context cues is an important aspect of teaching word recognition skills. In addition, teachers have been instructed to believe that word length and a knowledge of letter names are unimportant. It is claimed that many children can recognize individual words quickly and accurately (can decode them automatically) but cannot understand what they have read. Research finds none of these notions to be true.

On the one hand, college students in reading courses have been warned that oral reading is a dangerous practice, and on the other hand, that children must attain a certain score on an oral language test in order to be able to learn to read. Equally in error has been the advice to reading teachers that training in dictionary syllabication aids reading development, but that subvocalization (the movement of the vocal cords when reading silently) is undesirable and must be suppressed. Faced with the evidence that research findings based on standardized test scores do not corroborate their lengthy list of inappropriate recommendations, certain influential professors of reading instruction have argued that reading is not actually measured by these standardized tests. They would have teachers believe, in short, that the sound and meticulous manner in which these standardized tests have been developed (Mitchell, 1985) should be ignored.

An inspection of the way in which training in reading instruction is delivered by college and university departments of education thus makes it clear that the almost total monopoly that they now enjoy in this system has greater consequences than simply making it difficult for anyone other than especially-designated college schools to gain information about reading pedagogy. The absence of significant competition to the monopolistic manner in which the "great American reading machine" works permits this syndicate to perpetuate several ineffective, if not dangerous aspects of reading methodology. The shortcomings in what departments of education teach have become apparent to leading members of the academic community. No less a figure than Harvard University president Derek Bok has chastised departments of education for failing to come forth with ideas for better methods of instruction instead of perpetuating transitory fads and theories (Bok, 1987).

The Effect on Literacy

In this respect, monopolization of reading instruction in America described in this discussion has become, and is now, a significant contributor to the crisis in literacy development that now engulfs the nation. The extent of this literacy crisis has been amply documented. Based on the findings of one of the studies it has commissioned regarding the extent of literacy in the nation (Norton, 1986), the U.S. Department of Education concluded that 23 million of today's Americans are functionally illiterate. It also concluded that an additional 46

million people read at only minimum competency levels. This latter group does not have proficient literacy skills, the U.S. Department of Education estimated. "America has a serious literacy problem that must be corrected," says the prestigious Carnegie Forum on Education (Carnegie Forum, 1986, p.15).

Accordingly, if we define literacy as proficiency in the written language skills involved in communication, computation, problem solving, and interpersonal relations in the areas of government and law, health and safety, occupational knowledge, consumer economics, and community resources, it is clear that a distressingly large percent of the ex-students of our schools have not been well taught how to read (Smith, et al., 1986). There are more adults with limited literacy in America than there are students in all our secondary schools (Perelman, 1985).

In this regard, the Laubach Literacy International, which sponsors the nation's largest non-college network of literacy development programs, analyzed the four most comprehensive studies of the extent of literacy in the nation made between 1975 and 1986 (Norton, 1986). Taken together,these four studies concerning literacy indicate that the number of American adults with *severely limited* reading skills ranges between 17 and 28 million. The true number of these failures of our present reading instruction system seems likely to be closer to the latter figure if one depends on studies that used representative samples of the entire U.S. population. While there still remain controversies as to the precise meanings of "literacy" and "illiteracy" (Smith, et al., 1986; Kirsch & Jungeblut, 1986) and accordingly questions as to how to measure literacy, as well as over the exact number of Americans who fall into variations of these categories, there is little disagreement at present that the inability to read well plagues a vast number of our citizens.

It is doubtless true that limited literacy among our citizens costs the nation hundreds of billions of dollars for welfare payments, the consequences of criminal activities, poor job performance, lost tax revenues, and remedial education. California Department of Social Services officials report that 57 percent of welfare recipients in that state lack the reading skills necessary for them to find and keep a job (Los Angeles Times, 1987). (It is noteworthy that over 56 percent of these recipients have completed the twelfth grade or higher.) It is estimated that 75 percent of unemployed adults in California lack the reading skills necessary for employers to train them (Johnson, 1987). The chief executive officer of the Xerox Corporation notes that American business will have to hire more than a million new workers a year who cannot read or write adequately. "Teaching them how, and absorbing the lost productivity while they are learning, will cost industry $25 billion a year," he estimates (Kearns, 1986). The business community takes the literacy crisis so seriously that it has organized large groups within its ranks to fight this blight on our nation's economic growth and development. (See the descriptions of the Business Council for Effective Literacy and of Project Literacy U.S. in a following section of this publication.)

The Congress of the United States and the U.S. Department of Education also have given much attention to the literacy crisis that presently grips the

country. Both the U.S. Senate and House of Representatives have held many hearings on this compelling and serious problem. Recently passed by Congress is a law that will provide for the investigation of basal reading textbooks which most teachers rely heavily upon for instructions for teaching children to read. This legislation will provide funds for research to determine how effective these textbooks are in providing instruction for teaching phonics, and to determine the per school cost of this instruction (Amendment No. 2202, SB 2444, 1986). The U.S. Department of Education has recently published three volumes that also comment on the seriousness of the reading problem in America, and what can be done to help relieve it. The three volumes are: *Becoming a Nation of Readers* (Anderson, et al., 1985), *What Works: Research about Teaching and Learning* (Finn, et al., 1986) and *First Lessons* (Bennett, 1986). An additional sign of concern the Federal government has shown regarding literacy is reflected in the fact that it spent about $350 million in 1985 on adult literacy programs alone (Kahn, 1986). The federal government's intervention into the literacy development crisis has been massive, as McMichael's (1987) study of this effort reveals.

What of the Future

Nonetheless, there are indications that the coming generation of adults may have similar or worse reading problems than those in the past have had. For example, the Center for the Book at the Library of Congress recently reported that 16 percent fewer young Americas read books in 1984 than did so in 1978. The ability to read well is a key factor in the motivation to read shown by children. One of the key findings of the research on how motivational factors influence children's reading habits is that motivation to read is a function of expectancy. That is, if children expect that they can read a particular book successfully they will be motivated to read it. The reverse is also true, however. If they expect they cannot read it, they will avoid that reading material (Wigfield & Asher, 1984). Children who are highly motivated to read likely assume that their success with reading materials depends on their reading ability.

That young children are reading less suggests that they perceive themselves as not being able to read very well. We must contrast this distressing fact with the statistic that by the year 2000, three-quarters of all jobs will involve the creation and processing of some kind of written knowledge (Perelman, 1985).

As reading test scores have plummeted there has been a conspicuous rush to find means to obscure this decline without admitting its true origin and importance. One of the ways to effect this illusion is to reduce the difficulty of reading tests so that more students can reach their grade-level norms. This maneuver, however, is much like changing the markings on the thermometer if the weather is too hot. Another way, as California has chosen, is to set up "targets" of reading accomplishment rather than absolute test scores as the goals that schools should meet. Here the reading achievement of the school population need not reach a certain reading test score for it to be judged that

its school teaches reading adequately. Now all a given school need do to reach its "target" is achieve a score in the upper range of scores for schools of a similar category based on a composite index including the education levels of parents, the English fluency of students, the rate of student turnover, and the number of school families of welfare. With this arrangement in place, as long as schools in a category all teach reading poorly, no school in that group need fear criticism for its reading practices. The incentive for schools to improve the quality of their reading instruction is likely to be curtailed. In any event, with this magnanimous notion of reading achievement in mind it is possible for the California state superintendent of eduction to announce that there is satisfactory reading achievement in 65 percent of California's schools (Smollar, 1987) regardless of what the actual reading abilities of their students are.

III
The Private Sector Alternative

It is clear from the discussion so far that the distinct monopoly now possessed by college and university departments of education is not the ideal manner in which to train teachers of reading. The task of educating these teachers obviously cannot be fulfilled satisfactorily or completely through an arrangement wherein instruction in reading methodology is dominated so greatly by a single provider of this service. The noncompetitive structure that now characterizes this instruction has proved to be inadequate and not satisfactory in that (a) it has made instruction in the teaching of reading unnecessarily cumbersome to obtain, (b) it has not entirely fulfilled its promise to train future teachers of reading effectively, and (c) it has made the teaching of reading more costly than it need be.

There is a readily apparent need, therefore, for the utilization of alternative approaches to the training of reading teachers, approaches that would supplement or supplant the instruction now given by college and university departments of education, and that would reduce the cost of reading instruction in the schools. A self-evident and unmistakable source of competition for departments of education for the delivery of training in reading instruction is private sector, non-tax supported, commercial enterprise.

Advantages of Private Sector Training

These private sector organizations have several inherent advantages over university departments of education in this regard. *One*, to stay in business such organizations must constantly demonstrate that they can successfully deliver what they promise their customers. Many college and university departments of education, on the other hand, are assured of financial support and maintenance from public tax sources regardless of the quality of the product they render. (Some critics have noted that, ironically enough, as the quality of teacher education declines, departments of education seek and gain ever greater levels of funding!) Private sector organizations that offer training in the teaching of reading thus have an inner motivation for success that is not an intrinsic aspect of the teaching systems used by departments of education.

Two, private sector organizations must keep the fees they charge their clients at reasonable levels in order to attract customers. The imposition of exorbitant charges by one of these organizations would quickly drive it from the marketplace. In the monopoly they maintain and control, departments of education, on the other hand, face no such monetary criterion. They therefore need not be sensitive to factors of cost-effectiveness in their operations. Accordingly, students (or taxpayers, as the case may be) are compelled to pay

departments of education what they demand; in short, whatever the market will bear.

Three, private sector organizations can offer training in the teaching of reading in a style that is more convenient, and that can be tailored better to meet the needs of individual clients. Departments of education on the other hand, are restrained by a myriad of largely self-imposed rules and regulations that closely govern who can and who cannot receive training in the teaching of reading, and what kind and how much of this education is required. Private sector enterprises are not restricted by any such directives. They can allow their clients to decide if they will likely benefit from the program of instruction that is offered.

As would be predicted, the attitudes toward learning how to teach reading of prospective and employed teachers who seek private sector aid in this regard are more positive than are the attitudes of those in department of education classes. The latter group, when queried as to their satisfaction with department of education coursework, have consistently voiced their disaffection for it. In this respect, before 1975 the surveys of graduates of department of education courses in reading instruction "have repeatedly shown that, whatever the reasons, teacher-training institutions have in general failed to provide adequate pre-service training" (Carroll & Chall, 1975, p. 32). For example, in 1963 Austin and Morrison (1963) interviewed over 2,000 such graduates. These teachers "revealed that their college preparation in reading had been seriously deficient" (p. 361).

It is clear that the censure of ineffective department of education courses in reading instruction has not abated since 1975 (Bok, 1987). Johnson (1987, p. 19) notes that "the view is widely held among reading specialists, educational researchers and seasoned literacy educators that, as one puts it, 'Too many elementary teachers simply don't know how to teach reading'." In department of education courses they "get only a fleeting introduction to the knowledge required for teaching reading" (Anderson, et al., 1985, p. 120) including "the phonology of English, which provides the foundation for the teaching of phonics" (p. 106).

It appears to be common knowledge that many teacher education programs in universities currently "produce graduates who complain that their education courses failed to prepare them for teaching" (Carnegie Forum, 1986, p. 71). In 1984 most teachers gave their teacher education courses a grade no higher than "C" (Gallup, 1984). "The bases for such criticism have increased substantially over the past several years," say teacher education experts Awender and Harte (1986, p. 24). "Numerous researchers have gone so far as to suggest that faculties of education have, in fact, abdicated their responsibilities to the clients they serve" (p. 24). An example of this failure is Pigge's (1978) discovery of a *negative* relationship (a coefficient of correlation of -.20) between what teachers need to learn and what they are taught in courses in departments of education. Little wonder that one university director of teacher education finds these courses "by any standard of excellence" to be "a dismal failure" (Watts, 1982, (No. 2), p. 39).

On the grounds of such depressing information about the inefficiencies of department of education courses in reading instruction some critics of this endeavor are convinced that "there is evidence that universities are structurally and philosophically incapable of providing the kind of training that practicing teachers and school administrators need" (Corbin, 1985, p. 25). Partly to blame for this condition, Wisniewski (1983, p. 33) contends, is the fact that schools of education "still lack a sufficient number of professors and deans who care enough about the quality of their calling to demand major reforms in teacher education." In this regard an examination of teacher education in Florida found that in that state the curricula in departments of education "looked as it did 40 to 50 years ago" (Chance, 1986, p. 144).

The shortcomings in the personnel and delivery system of departments of education led Saxe and de Lone (1975, p. 327) to the conclusion that "an effective national reading effort should bypass the existing education macrostructure. At a minimum, it should provide alternatives to that structure. That is, the planning, implementing, and discretionary powers of budgeting should not rest with those most likely to have a vested interest in maintaining the status quo, especially given their unpromising 'track record'." This point of view is now reflected by officials at the federal level. The Deputy Executive Secretary for the federal Domestic Policy Council believes that "in order for [reading] reform to become a reality, regular classroom teachers must be trained in using effective methods of phonics instruction, and this training most likely will have to come from outside the educational establishment" (Sweet, 1987, p. 2). A sound, proved, and adequate alternative to the status quo in training for reading teachers is the private sector provision of this service.

Four, authorization of the use of private sector organizations for the training of reading teachers offers an opportunity to eliminate one of the systematic structural problems in teacher education that currently hinders the implementation of reforms in this system. This problem is the typical requirements people must meet in order to be permitted to teach. The difficulties that beset teacher education could be remedied in part at least, if the teacher education delivery system would follow Finn's (1987, p. 3) advice that "the ranks of the education profession must be opened to permit the entry of more and different people than have typically been welcomed in public schools." State licensing should "rely on a person's demonstrated knowledge, skill and character," not an accumulated credits and papers credentials (p. 3). The fact that critics of this issue find "the present teacher certification system is a catastrophe," (Watts, 1982 (No. 4), p. 37) obviously strengthens Assistant Secretary of the U.S. Department of Education Finn's position on this matter.

If schools followed Assistant Secretary of Education Finn's wise counsel they would not concern themselves simply with whether prospective teachers had passed university department of education courses in reading instruction. Instead, they would determine these teacher candidates' demonstrated knowledge and skills about this teaching, and accept a positive finding in this regard irrespective of where, when or how this competence was obtained. This proposal seems to match the one made by the Carnegie Forum on Education (1986) for

the establishment of a National Board for Professional Teacher Standards that would test teachers' competencies and certify teachers who met its standards to teach in any state. There is reason to believe that private sector training in reading instruction could be competitive with that from departments of education under these conditions.

Five, it is more likely that private sector organizations can make the changes in their instruction based on relevant research findings than can departments of education. A decision of this nature that could be done overnight by a private sector organization could take years to put into effect by a college or university department of education. The built-in inhibitors in departments of education to improvement in the preparation of reading teachers noted so far are not normally present in private sector enterprises that deliver this training.

Six, private sector organizations that conduct teacher training in reading instruction recommend materials for use in reading instruction in schools that are less costly than the materials that are recommended for this purpose by departments of education. For example, the superintendent of schools of Seekonk, MA, school district hired a private sector organization to train his primary-grade teachers. He reports that it cost about 88 percent less per pupil for the reading materials these private sector trainers of his teachers recommended were needed to teach reading than for the materials his teachers customarily used, ones recommended by departments of education (Micciche, 1987). "And all this for a program that worked, that satisfied the staff and community, that lifted reading scores to the mid-sixties on standardized tests, that give remarkable reading power and enjoyment to the children," he attests (pp. 8-9). The principal of the Gallego Elementary School, Tucson, AZ, notes that by using the teaching materials recommended by a private sector organization that trains teachers she was able to realize the same degree of financial savings and improvement in pupils' reading scores (Musgrave, 1986). Of these pupils, 58 percent were minority group members, many from homes in which English was not the primary language spoken.

The materials that private sector organizations usually recommend for use in the teaching of reading ordinarily do not require the purchase of consumable, write-in-once and throw away workbooks. Johnson (1970, p. 125) calculates that those consumable workbooks represent "at least 80 percent of the annual cost of teaching reading" in the way departments of education recommend it be done. The extraordinarily expensive materials that departments of education recommend be used to teach reading thus are likely significant contributors to the remarkable rise in school costs that have taken place in the past forty years. Educational Research Associates (1985) reports that between 1950 and 1985 costs for operating schools increased over eight times faster than did the rate of inflation during this time period.

Seven, while the idea of private sector training for reading teachers outside the walls of colleges may appear not to have an appeal to adult learners, there is evidence to show that they in fact are easily drawn to this kind of education and readily become involved in it. Overall, three out of four participants in

this type of learning at present carry on this education within private sector organizations (Perelman, 1985). U.S. corporations spend as much each year initially to train their employees as is spent by students for tuition and fees at institutions of higher learning. Later on-the-job training amounts to up to five times this amount. It is clear that corporations currently spend more money on education and involve more learners than do our colleges and universities. There is no reason to believe that school districts should not make the same commitment for the training of their reading teachers. Legal arrangements to allow school districts to imitate corporations in this respect, so that reading teachers needing improvement could receive free private sector training, are badly needed.

Need for the Present Compendium

As was indicated, the major purpose of the present publication is to identify and provide descriptive profiles of the private sector organizations that now provide training in the teaching of reading. The need to publicize brief biographies of these non-tax supported, commercial enterprises stems primarily from the crisis in literacy development that now engulfs the nation. One way to ameliorate this literacy crisis is to draw greater attention to the private sector organizations that presently provide successful training in the teaching of reading that prevents reading failure. As noted, the departments of education that now provide the bulk of this training obviously are badly in need of healthy competition from rival sources.

Along with stimulating a positive reform in the manner in which reading is taught, competition would also reduce the average cost of teaching reading in schools. As has been demonstrated, private sector delivery of this teacher training can result in significantly lower costs for reading materials without any loss of reading achievement by the pupils who use the materials.

Private sector organizations also are more likely to instruct teachers to use methods of teaching that research shows develop superior word recognition abilities, and hence, comprehension in children and older learners. It can be reasonably argued, therefore, that tax monies coming to school districts spent by them to subsidize the cost of private sector training for their reading teachers is a wiser use of these funds than is made of tax monies by departments of education. Making contracts for special services with private sector companies is not a new or unusual practice by school boards. Many school boards today contract with private sector businesses for services for student transportation, food, testing, data processing, legal advice, and several other matters.

The list of 27 private sector organizations that train reading teachers is needed since no other inventory of its kind exists. Many public and private school teachers and the general public are unaware of the existence of these organizations and the nature of their offerings in teacher education. During the conduct of this study that led to the identification of these organizations, it became clear that even state and Federal departments of education officials were ignorant of their existence. A common answer from such officials to my query as to whether they knew of any independent, non-tax supported orga-

nization anywhere that provided training in how to teach reading was, "No, I do not."

The *only* means of preparation of reading teachers in their state is coursework in a university or college department of education, some state officials wrongly maintain. The slowness with which information about private sector organizations that train teachers of reading comes to such officials' awareness seems exemplified by the Virginia case. State department of education officials in Virginia indicated to me they know of no such organization in their state. Previous to this time, however, the Superintendent of Public Instruction of Virginia had congratulated the director of the Sing, Spell, Read and Write program for the successes of her program in Virginia school districts and jails (Davis, 1986). The need for private sector organizations to make themselves well known to all levels of state and Federal department of education officialdom thus is readily apparent.

The dissemination of the following compendium of profiles of 27 private sector organizations that offer training to reading teachers can help improve the awareness of these officials in this respect. This compendium will also help apprise teachers, school administrators, schools boards, and the general public of the availability of and the opportunity to gain this training. Moreover, this compendium makes available information about the advantages and benefits that these organizations provide for substantially improving the acquisition of reading skills, as well as information about the cost-effectiveness of these services.

Competition Is Needed

Although the present discussion has been negatively critical of departments of education in our colleges and universities, it is not the goal of this discussion to try to abolish the functions of these departments. There are those who would "remove all education courses from all certification requirements, and close down departments and schools of education" (Damerell, 1985, p. 284). Some universities have discontinued their departments of education. Such a radical reform is both highly unlikely to occur on a broad scale, however, and is essentially unwarranted (Bok, 1987). There is room in America for the training of reading teachers by both departments of education in our colleges and universities and by private sector organizations. In fact, competition between these two groups will improve the quality of service they each offer, and reduce its costs to the taxpayer.

As the use of private sector sources for this training of teachers grows, departments of education will be stimulated from the force of this competition to make needed changes consistent with the findings of research in how to train reading teachers, and will become more cost-effective. A swelling rivalry between private sector organizations and departments of reading instruction in training of reading teachers will help defuse the illiteracy bomb that now terrorizes the nation—while at the same time saving money for our schools.

[Slate alphabet board with handle. ?17th Century]
Rare Books Division, Library of Congress.

A B C
D E F G
H I J K
L M N O
P Q R S
T U V W
X Y Z

IV

Private Sector Organizations that Train Reading Teachers

Many sources were consulted in the identification of the following list of 27 private sector organizations that provide instruction in the teaching of reading. In this regard, appropriate officials in all fifty state departments of education and the District of Columbia were queried as to whether they knew of any such organization that operated in their or any other state. The superintendents of Catholic, Lutheran and Seventh-Day Adventist schools in all the fifty states were asked the same question.

In addition, associations that do not themselves offer training in reading teaching, but do act as clearing houses for information about private sector organizations that provide this service, were contacted. Helpful in this respect were the Reading Reform Foundation, the Council for Basic Education, and the Business Council for Effective Literacy.

Also put to use was the *Big Book of Home Learning* (Pride, 1986). This volume includes current lists of home school organizations across the country, and the names of journals published by these bodies. Standard references of educational organizations, such as *Patterson's American Education* (Moody, 1987), the *Directory of Education Associations* (Lopez, 1981), and the catalog of literacy services published by the Contact Literacy Center (Kadavy, 1986), were also inspected for the identity of groups that might provide information useful for the purposes of the present study.

As well, the various regional research and development institutions established throughout the United States by the U.S. Department of Education to improve the quality of classroom teaching and learning (the Northwest Regional Educational Laboratory in Portland, OR, for example) were asked if they knew of organizations or enterprises whose activities would qualify them for inclusion in the following list. Other U.S. government agencies, headquartered in Washington, DC, that concern themselves with problems in the development of literacy also were called upon for such information.

Finally, national teacher organizations which concentrate their efforts on matters concerning literacy development were communicated with over this matter. These bodies are the International Reading Association, the National Education Association, the American Federation of Teachers, and the National Council of Teachers of English, including its ERIC Clearinghouse on Reading and Communication Skills.

While the following list of organizations is made up exclusively of those that offer non-tax-supported training of reading teachers, it does not include departments of education in private colleges and universities that tender this

education. These nonpublic colleges and universities were not included in the following list. *First*, their identity is readily available. The names of private institutions of higher learning are found in popular almanacs available in public bookstores and libraries (in *The Information Please Almanac* (Johnson, 1987), for instance). Thus, any person desiring teacher training in reading from the department of education of a private college of university has ready access to the names of such institutions.

Second, training in the teaching of reading given in non-tax-supported colleges and universities is much the same as that offered in public institutions of higher education. Private colleges and universities compete with public ones for the same students, it is true. The manner in which these two types of institutions train reading teachers, and the content of this instruction, is very similar, however. The advantages of private sector training in reading teacher education, outlined in the previous section, over that given in departments of education, thus in general remain the same, regardless of whether a department of education is connected to a tax-supported or to a non-tax-supported institution. In this regard it makes little difference whether or not a department of education is tax-supported or non-tax-supported. The advantages of private sector training in reading instruction over it remains the same. Accordingly, only the organizations to follow provide truly authentic alternatives in training for teaching reading to that given in departments of education in tax-supported or non-tax-supported colleges and universities.

The Profiles

After a private sector organization that administers training in the teaching of reading was identified it was then asked to volunteer the details of its operation. When this information was received from such an organization a profile of its operations was constructed to include the following matters:

1. The names and address of the organization, and the year it was established.

2. The number of instructional sessions it offered in the past year, and the places in the nation that these were offered.

3. The length of a total instructional session, and its cost, including materials.

4. The grade-level of teaching the instruction stresses, and whether it emphasizes regular or remedial teaching, or both kinds.

5. Whether this instruction is appropriate for parents, and literacy workers or volunteers, as well as for regular school teachers.

6. The learning material used in the instruction.

7. The emphasis in the instruction (*heavy*, *medium*, *light* or *no*) given to phonics, sight words, context cues, reading comprehension, independent reading, vocabulary development, spelling, handwriting, and writing.

8. The manner in which achievement of the goals of the instruction of teachers is evaluated.

Then for the 27 private sector enterprises named below were requested to give a detailed summary of the *content* of their reading teacher training programs, and to describe the *methods* they used to deliver this training. These

delineations of content and methodology are found as items *9* and *10*, respectively, in the ensuing profiles of private sector organizations.

These ten kinds of information, obtained from 27 private sector organizations that train reading teachers are arranged, as shown below, into a profile for each of these organizations. The number system for the ten kinds of information about each organization, given above, is used in each profile. For example, *item number 6* in all profiles gives the *name of the learning material* used by given organizations. These 27 organizations are presented in alphabetical order.

It is assumed that the information supplied by the organizations about their operations is accurate and comprehensive. There was no way, however, for the present study to determine objectively whether the information so obtained is in fact authentic and thorough. Therefore, it remains the responsibility of all prospective users of the services of the following organizations to assure themselves through further inquiry if the services of a given organization will meet their needs. In short, the following list includes all the private sector organizations that offer training in the teaching of reading that it was possible for the present study to identify. It must be emphasized, however, that the inclusion of an organization in the list does not imply recommendation by the author.

1. **AMERICAN PRIDE EDUCATION DEVELOPMENT SERVICES,** 4880 Galley Road, Suite 1776, Colorado Springs, CO 80915, 1985.

2. *Sessions in past year*: 10 in CO and MI.

3. *Length of session and cost*: 5 days. Cost sent upon request.

4. *Grade level teaching stressed*: kindergarten through college. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Lane, A.P. (1987). *Basic 44 reading program*. Colorado Springs, CO: American Pride Services.

7. *Emphases*:

Heavy on phonics, context cues, reading comprehension, independent reading, vocabulary, spelling, handwriting and writing.

Light on sight words.

8. *Goals of instruction evaluated by*: information not available.

9. *The content of instruction*: involves an organized approach to the teaching of an alphabetic letter-sound phonics method. The program teaches the idea that there are 44 speech sound in our English language and some 200 or more written representations or spellings of these 44 speech sounds. The teacher trainee is taught that the letters of our alphabet do stand for or are symbols used to write down the speech sounds of our English language. These letters or symbols must be learned in order that they can be used to sound out words. Once the learner translates the letters into speech sounds, the word must be spoken either out loud or with inner speech in the brain in order to get meaning from the written word. The written word is only a symbol of a spoken word and has no meaning in itself until translated back into a spoken word. The many different spellings of the 44 speech sounds have always presented the beginning reader with difficulty in translating the letters of a word into speech sounds and into words. The Lane Program eliminates this difficulty by teaching the learner the 200 and some spellings of the speech sounds in an organized and logical manner. The 200 or more spellings are taught by dividing the many spellings into three categories called Regular, Irregular, and Super-Irregular Spellings of the speech sounds.

Comprehension and vocabulary development are taught each day of the workshop with emphasis on the principle that *only the spoken word has meaning*. The trainee is taught to have all readers under their tutelage learn this principle and have their students read the written word out loud first and then train them to recognize their use of inner speech in the brain when they are reading to themselves.

Testing techniques are taught to the teacher trainee throughout the five day workshop. Writing and spelling are natural companions of reading instruction and are taught hand-in-hand. The student learns to write the words and put them into sentences as soon as he has mastered enough words for sentence continuity. The student then reads out loud what he has written down and his writing, spelling, and reading skills receive constant reinforcement.

The fifth and last day of the workshop summarizes all teaching content and teaching methods.

10. *The method of instruction*: consists of a five day workshop for teachers or parents who wish to teach a person to read the English language successfully and efficiently. Four hours a day are spent in concentrated instruction of the teacher trainee by Master Teachers of the Land Reading Method. As the content of the program is learned by the trainee actual teaching practice is given to the trainee.

1. **BASIC EDUCATION,** P.O. Box 610589, Dallas/Fort Worth Airport, TX 75261, 1979.

2. *Sessions in past year*: information not available.

3. *Length of instruction and cost*: 3 to 5 hours. Cost varies.

4. *Grade level teaching stressed*: first grade. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: *Basic Education. Teacher training self-pac.* (No other information available.)

7. *Emphases*:

Heavy on phonics.

Light on vocabulary and handwriting.

No emphasis on context cues, reading comprehension, independent reading, spelling and writing.

8. *Goals of instruction evaluated by*: testing of teachers and student evaluations.

9. *The content of instruction*: information not available.

10. *The method of instruction*: information not available.

1. **PATRICIA BROWN EDUCATIONAL CONSULTANTS,** P.O. Box 1638, Thousand Oaks, CA 91360, 1978.

2. *Sessions in past year*: 6 in CA.

3. *Length of session and cost*: Full day workshop at the Counseling Center, $85. At an outside site, $500 (up to 10 participants).

4. *Grade level teaching stressed*: kindergarten through grade 8. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Brown, P. (1968); *Reading with sound*; (1968) *Primers*; (1978) *Kindergarten primers*; Brown, L. (1980) *Primer workbooks*. All published by Patricia Brown. Thousand Oaks, CA.

7. Emphases:

Heavy on phonics, independent reading, vocabulary, spelling, handwriting and writing.

Medium on reading comprehension.

Light on sight words.

No emphasis on context cues.

8. *Goals of instruction evaluated by*: specific quizzes re sounds, patterns, and teaching techniques. Workshop includes 2 visits to school/classroom for observation and problem-solving. Workshop candidates are asked to comment and grade all workshop's content and instructors.

9. *The content of instruction*: involves background to the phonics/look-say struggle. A sample detailed notebook for easy reference. A practical daily outline that allows immediate implementation of the Reading With Sound teaching techniques. A "Seeing is Believing" segment featuring a demonstration of reading, spelling and reasoning abilities of children currently being taught with the Reading With Sound Program. A kindergarten/elementary/advanced tracking system offering specific techniques for varying levels of instruction.

The 21 consonants are taught, as well as directional and perceptual training, utilization of student notebook, "back to back" vowel presentation (Short a-long a, etc.), digraphs, consonant blends, beginning suffixes, advanced phonics, special phonic and spelling patterns, advanced prefixes and suffixes, spelling, free dictation, penmanship, and "word searches".

10. *The method of instruction*: has participants in the workshop become young pupils learning to read.

1. **CHAR-L, INC.,** 570 South Church Street, 2E, Decatur, IL 62522, 1976.

2. *Sessions in past year*: 4000 in all parts of the U.S. and Australia.

3. *Length of session and cost*: 5 hours. $250 (maximum of 15 students in group).

4. *Grade level of teaching stressed*: all ages and all abilities.

5. *Appropriate for*: professionals and nonprofessionals. Both regular and remedial teaching.

6. *Materials used*: Lockhart, C. (1987). *Discover intensive phonics for yourself.* Decatur, IL

7. *Emphases*:

Heavy on phonics, reading comprehension, independent reading, vocabulary, spelling handwriting, and writing.

No emphasis on sight words and context cues.

8. *Goals of instruction evaluated*: by unsolicited testimonials, and progress reports from schools and teachers.

9. *The content of the instruction*: involves teaching teachers the consonants and the vowels in this order: b, f, d, g, a, h, j, l, m, e, n, p, r, s, o, t, v, w, x, y, u, q, z, c, k, and l.

There is no mention of long and short vowels until the names and the sounds of the alphabet have been mastered. There are no workbooks, no flash cards, no ditto sheets, no color books, no writing pads, no speller and no readers.

Instruction to teachers are to have students stand at the chalkboard and "learn-by-doing" working with the teacher. For teaching the students, at the chalkboard, the teacher is taught to use the listening skill. (The teacher says the letter, sound, word, phrase, or sentence twice. The student repeats this twice then turns to the chalkboard to write it once.) Teachers are taught the blending of the first consonant and the first vowel. This is a vital skill and starts after the first set of letters has been mastered.

Teachers learn these 5 phonetic skills (1 syllable words, at first, and when the skills apply, to multisyllabic words): a. When a vowel has a "guardian" consonant, the vowel is short (*met*); b. When a vowel has 2 "guardians" consonants, the vowel is short (*jump*); c. When a vowel stands alone, it is long (*go*) d. When there are 2 vowels in a word and the 2nd vowel (e) is silent, the first vowel is long (*hope*); e. When there are adjacent vowels in a word, the 2nd vowel is silent and the first vowel is long (*boat*). These 5 skills are used constantly from then on in the process of decoding multisyllabic words, adding *ing-er-ed-est*, with the many jobs of *y*, and with words ending in *ke-ck-k-* and *c*.

10. *The method of instruction*: involves lecture to explain the difference between phonics and intensive phonics and to teach portions of the program. The teachers go to the chalkboard and apply the material just taught (active learning and learn by doing). Discussion is included of classroom situations, individual problems at school, any facet of the method not understood, why intensive phonics should be taught first before reading, and how much of the program is taught in grades 1-2-3.

1. **DEVELOPMENTAL PHONICS,** 2055 Diamond Street, Apartment G, San Diego, CA, 1974.

2. *Sessions in past year*: 8 in Washington, DC and Cleveland, OH.

3. *Length of session and cost*: 20 hours, $100.

4. *Grade level teaching stressed*: preschool to grade 8. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Kent, M. (1979). *Developmental phonics for early childhood.* Scottsdale, AZ: Reading Reform Foundation. Kent, M. (1987). *Developmental phonics for remediation.* San Diego, CA: The author. Spalding, R. (1986). *The writing road to reading.* New York, NY: William Morrow.

7. *Emphases*:
   Heavy on independent reading and vocabulary.
   Light on sight words.
   No emphasis on context cues.

8. *Goals of instruction evaluated by*: test given to teachers on content of instruction.

9. *The content of instruction*: involves teaching teachers the sequence of steps to reading for ages 3-6, 3 letter phonetic words, magic *e* words, and words with phonograms. Also taught are sounds of single letters, sounds of 44 multiletter phonograms, use of tactile letters with correct tracing, and correct letter formation using chalk and pencil. Teachers learn use of flash cards with sounding out and blending, oral sound games, and decoding games: commands, labeling pictures of phonetic objects, adding the magic *e* words. Then, dictation of spelling words using magnetic letters, chalkboards, and pencil and paper is discussed. The importance of movement in early childhood learning, appropriate reading materials and spelling lists, and puzzle words (irregularly phonetic) complete the content.

10. *The method of instruction*: involves precise multisensory presentation of all sounds and drill on sounds, followed by oral and written testing. Teachers do role playing of the manipulative games for labeling and spelling, make precise presentation of proper letter formation for tracing or writing, and do role playing of oral blending game and flash card decoding. Developmental Phonics also does a workshop based on the Spalding Education Foundation program. See description of the SEF program to follow.

1. **EDUCATIONAL INNOVATIONS,** 400 Gypsy Lane, Unit #242, Philadelphia, PA 19144, 1973.

2. *Sessions in past year*: 3 in Philadelphia, PA.

3. *Length of session and cost*: information not available.

4. *Grade level teaching stressed*: beginning reading. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Jackson, B.A. (1982). *Educational Innovations*; *Magic sounds beginning reading* (publisher not available.)

7. *Emphases*:

Heavy emphasis on phonics, reading comprehension, independent reading, vocabulary, and spelling.

Light on sight words, and writing.

No emphasis on context cues, and handwriting.

8. *Goals of instruction evaluated by*: information not available.

9. *The content of instruction*: information not available.

10. *The method of instruction*: information not available.

1. **HEADS UP** (Christian and home teachers). CBN Center, Virginia Beach, VA 23463, KELWYNN EFFECTIVE EDUCATION (Public school teachers). P.O. Box 2058, Grand Central Station, New York, NY 10168, 1985, 1-800-874-9740.

2. *Sessions in past year*: 216 across the U.S., including Hawaii, and Canada.

3. *Length of session and cost*: 3 hours. $20.

4. *Grade level teaching stressed*: any age. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Dickson, S. (1986). *Sing, spell, read and write language arts program*. Virginia Beach, VA: CBN.

7. *Emphases*:

Heavy on phonics, independent reading, vocabulary, spelling, handwriting and writing.

Medium on reading comprehension.

No emphasis on sight words or context cues.

8. *Goals of instruction evaluated by*: teacher evaluations.

9. *The content of instruction*: consists of a presentation of research on instructional practices beginning with a discussion of the research, particularly the behaviors of teachers which are essential to effective reading instruction, and those past practices that do not measure up, and why they don't. A discussion of pre-reading skills that are essential for a child's preparation for reading instruction is then conducted. This is done very quickly. The thirty-six essential steps to independent reading ability, taught next, are the main focus of the workshop. Participants are taught the sequence of instruction that leads to independent reading ability. Correlated lessons in reading, writing, spelling and phonics are presented. Full-day workshops in schools provide time for more in-depth instruction in writing skills as well. Correlated spelling, stories to read that reinforce the phonics lessons, helpful hints that keep students from flipping letters when learning to write, as well as how to arrange seating for problem learners is covered. Multisensory lessons, designed to reach every avenue to the brain, whatever is the student's mode of learning, are presented.

The students will see material, hear it, sing it, color it, write it, spell it, and sometimes march and dance to it! Students cannot "tune you out" when they are involved taking their turns.

10. *The method of instruction*: involves a "live" workshop where participants sing the phonics songs, "ride" the ferris wheel, march to the Long Vowel March, and dance to the Virginia-Reel type activity that teaches students how to read hundreds of words with two-vowels, or silent *e*. They also play Bingo-type phonics games, Pick-a-Sound-From-the-Merry-Go-Round (a phonics card game), Pop the Balloons, sing the Mr. GH Song, and in the process of having a rather enjoyable time, they learn how to teach the essentials of how to read independently. As well, the motivational practices to master the carefully sequenced lessons, are taught in games and lyrics to songs. It is a straightforward intensive phonics system set to music. Teachers learn the songs, and know the lessons. The songs are repetitious and easily picked up. The sequence

of skills in mapped out on a "Raceway Chart" which is really a Language Arts Curriculum Chart evolved into a gameboard that students move cars around, charting their progress to step 36, (and independent reading ability). A question and answer period follows the workshop and allows participants to ask any questions they may have. How to use this instruction with existing basal reading programs is explained.

1. **INSTITUTE IN INTENSIVE PHONICS,** 1339 East McMillan Street, Cincinnati, OH 45206, 1965.

2. *Sessions in past year*: 1 in Cincinnati, OH. (Xavier University).

3. *Length of session and cost*: 27 hours. $290.

4. *Grade level of teaching stressed*: primary grades through adult. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals. (College credit available.)

6. *Materials used*: Foltzer, Sister M. *Professor phonics gives sound advice* (1987); *A sound track to reading* (1985); *Alphabet picture key word cards* (undated). Cincinnati, OH: St. Ursula Academy.

7. *Emphases*:

Heavy on phonics, reading comprehension, vocabulary, spelling, handwriting and writing.

Medium on independent reading.

Light on sight words and context cues.

8. *Goals of instruction evaluated by*: assessments of teachers' abilities to teach others.

9. *The content of instruction*: covers an explanation of why look-say, configuration, with its incidental phonics is inadequate. Teachers are taught that short vowels are presented first to facilitate spelling, (a) with single consonants first, then (b) with consonant blends, and (c) with consonant digraphs last. Long vowels are taught next followed by my third sound of *a*, *o*, and *u*. Finally, all of the above consonant sounds with the diphthong sounds are taught. All of the 42 sounds of the English language are taught on just 23 pages with 28 review pages interspersed, a totally organized, sequential program in *Professor Phonics Gives Sound Advice* and in the *Advanced Book: A Sound Track To Reading* on just 14 pages with 6 review pages interspersed. Endings are taken next followed by irregular vowel digraphs and all the various spellings for the 42 basic sounds. Sounds are not the problem; spelling is.

10. *The method of instruction*: involves mostly lecture. The presentation of how to handle the content on the classroom will be integrated with this. A reading list of about 18 books will be listed to give proper background. Five critiques will be demanded from the book list. An examination of the content is required for credit. Audio visual aids are constantly used with an overhead projector.

1. **INTEGRATIVE LEARNING SYSTEMS and FORMULA-THREE LEARNING CENTER,** 140 North Maryland Avenue, Glendale, CA 91206, 1970.

2. *Sessions in past year*: 25 in Southern CA.

3. *Length of session and cost*: 2 two-hour sessions. $200 each session.

4. *Grade level teaching stressed*: grade 3 through adult. Both regular and remedial teaching. Special education, English as a second language and gifted instruction given.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Vail, E. & Vail C. (1978). *Formula-Three reading, spelling, learning program.* Vail & Vail (1981). *Formula-Three Spanish to English reading, spelling, learning, program.* Glendale, CA: Integrative Learning Systems.

7. *Emphases*:

Heavy on phonics, context cues, reading comprehension, vocabulary and spelling.

Medium on independent reading.

Light on sight words and writing.

No emphasis on handwriting.

8. *Goals of instruction evaluated by*: classroom observations and follow-up meetings with teachers who have taken the course of instruction.

9. *The content of instruction*: comprises in the first two hours how accessing and processing challenging written matter impacts on intellect, how the Formula-Three materials teach the critical basic and advanced skills used in reading, spelling, and learning, and how the Formula-Three and Formula-Three Spanish to English instructional materials are used with varying populations of students. Discussed are ways of integrating instruction in spelling into the reading/language processing program, and grouping students for the most effective instruction. The discussion semi-circle and treating verbal and written communication as "code" are explained. Also included are using the audio cassette as a "team teaching" tool, keeping students focussed and involved, how the Formula-Three Reading Formula is used in decoding challenging written matter and how the Formula-Three Learning Formula is used in clarifying, evaluating, and learning difficult or previously unknown vocabulary, syntax, and content material. How the Formula-Three Spelling Formula is used to strengthen decoding skills and to teach students to encode their own thoughts into writing follows. A hands-on examination of the instructional materials is provided.

In the next two hours the student learns how psychobiological principles apply to instruction and how information theory and human communication theory enhance learning. Right brain-left brain in verbal, non-verbal, and written communication, the dynamics of teaching a group as a "corporate brain", the principles of small group and individual instruction, setting up the teaching station, and choosing a curriculum for language processing are the next topics. Finally, a demonstration lesson is taught.

10. *The method of the instruction*: involves lecture and discussion aug-

mented with demonstrations during which students participate. A "hands-on" examination of the Formula-Three instructional materials is made. An demonstration lesson is taught. Much of the material is also presented in the Instructor's Cassette which is included in the Formula-Three Instructor's Album.

1. **JAN V PRODUCTIONS,** P.O. Box 29293, Tempe, AZ, 1986.

2. *Sessions in past year*: none.

3. *Length of session and cost*: 10 videotapes, 4550 minutes in length each. $49.95 each.

4. *Grade level of teaching stressed*: kindergarten through grade six. Regular (not remedial) teaching.

5. *Appropriate for*: professionals.

6. *Materials used*: (10 videotapes) Veatch, J. (1986). *Getting Literacy Started*; *Talking Teaching*; *Whole Language in the Kindergarten I and II*; *The Experience Chart*; *Social Studies with Trade Books*; *How to Teach Reading with Trade Books*; *Discussion Strategies*; *Imbedding Skills in Writing*; and *Reading Stories Aloud*. Tempe, AZ: Jan V Productions.

7. *Emphases*:

Heavy on phonics, sight words, context cues, reading comprehension, independent reading, vocabulary, spelling, handwriting and writing.

8. *Goals of instruction evaluated by*: sales records of videotapes.

9. *The content of instruction*: is comprised of ten videotapes of demonstration lessons in real classrooms by teachers chosen for their expertise in methodology that opposes the use of commercial reading materials. Thus they are intended to help teachers at the pre-service or in-service levels in university classes or school districts. Their content moves from early childhood on through the later elementary grades. It shows how in kindergarten skills of language are developed by talking leading to writing and by writing leading to reading what is written. It is explained how the alphabet, in the same fashion as counting in Piagetian terms, becomes internalized on a one-to-one correspondence, and thus how decoding comes from the actual need to write the words on paper. The physical skills of penmanship are imbedded in these activities. As talking is based upon living experiences, the tapes present methodology of recording those experiences for all the class to see and appreciate. Decoding, punctuation, and similar skills are again imbedded in these activities, which, it must be emphasized, differ with each day and with each class.

As each tape can stand on its own, there is no serial order from one to the next. However, Tapes One through Five are addressed mainly to the early elementary grades, with Tape One designated "Getting Literacy Started." Tapes Six through Ten deal with the middle grades although each tape is so generic in its methodology that adaptability to any age level is quite possible. The pupil's own language demonstrates what is learned. The structure of how it is learned is the heart of these video materials. Learning to read and write, is done by writing and reading. In short, words to be learned are never presented. But words that children speak or want to write are those words that are processed into the minds of the pupils.

The educational philosophy herein is analogous to Piaget and his manipulative activities, but it is alphabetic and not numerical. The philosophy is diametrically opposed to Skinnerian techniques of operant conditioning. These tapes show ten classrooms of well-behaved children. These tapes show children excited about learning. These tapes have plenty of helps on classroom man-

agement but nothing on militaristic discipline. These tapes show teachers and children reacting together on learning that is mutually interesting. The faces of the children as they excitedly watch and participate in the activities are the unique features of these materials.

The unique features of these tapes lie in the demonstration of teaching methodology that is neither laissez faire, with its every-body-do-what-they-please activity, nor the authoritarian, the no-choice, follow the text explicitly, do-as-I-tell-you activity. Rather, what is presented is democratic. The learning takes place only when developed upon the experience, the ideas, the feelings, of the pupils. In this sense, the JAN V PRODUCTIONS has aimed to produce teaching tapes that are the best possible example of the ideas John Dewey gave to the world.

10. *The method of instruction*: is inherent in each tape. It is entirely up to the observer to acquire the processes presented. At no time, for example, is a word presented for a child to learn. Only when a child comes up with his own word does teaching take place. How they are used by teachers, and what is gained from their use, remains in the domain of hope, rather than certainty.

1. **LAUBACH LITERACY INTERNATIONAL,** 1320 Jamesville Avenue, Syracuse, NY, 1955.

This organization did not provide the information needed to complete a profile of its workings. It did offer the following information in this regard:

Laubach Literacy Action (LLA) is the nation's largest network of adult literacy programs providing instruction through trained volunteers in 600 communities in 45 states. In 1985, volunteers taught 60,000 adults. Workshops preparing new tutors are offered by a national network of nearly 1,000 certified trainers. In 1985 LLA trainers volunteered their expertise to train 16,500 new tutors. National staff and field-based consultants train volunteer leaders and staff of other agencies to plan and administer literacy programs and train new tutors.

Although not a member requirement, most volunteers use the Laubach Way to Reading series to tutor. This series is self-paced and enables adults to master reading skills in a logical, sequential order. It also incorporates practice in everyday literacy tasks such as writing checks, filling out applications, and reading signs, recipes, and bus schedules. LLA works with a wide variety of organizations at the local, state and national levels. Partners in local programs include public education agencies, libraries, prisons, mental health centers, and service clubs. LLA also works closely with the U.S. Department of Education, the American Library Association, the Association for Adult and Continuing Education, Literacy Volunteers of America and others to expand the national literacy effort.

The Laubach publishing division, New Readers Press, specializes in developing materials for adults. New Readers publishes core instructional materials, a weekly newspaper, and over 100 books written for adults and older youth reading at the 6th grade level or below.

1. **LEAD EDUCATIONAL RESOURCES,** 32 Colony Road, Lexington, MA, 1976.

2. *Sessions in past year*: 21 in MA, CT, NH, PA, VA and NY.

3. *Length of session and cost*: 3 hours to 45 hours. $159.95 to $238.95.

4. *Grade level teaching stressed*: ungraded. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Grush, H. & Fennel, P. *The LEAD program*; *Superlead* (videodisks). Lexington, MA: LEAD

7. *Emphases*:

Heavy on phonics and vocabulary.

Medium on sight words, reading comprehension, and independent reading.

8. *Goals of the instruction evaluated by*: an exam that will evaluate student's mastery of the course content. Lesson plans, created materials and demonstrations will evaluate student's ability to adapt materials to individual needs. A questionnaire will evaluate the instructor's achievement of the goals and objectives. Ongoing availability of the instructor will allow for conferences once the attendee is using the materials.

9. *The content of instruction*: students learn that learning to read and reading to learn are primarily concerned with teaching the phonological (sound/symbol relationships), morphological (rules that consistently influence the regular patterns of English), syntactical (sentence patterns, transformations and expansions) structure of English and methods for teaching this structure to individuals, small groups and whole classes. Included are the theoretical and philosophical background of this approach, current research and the implications, the structure of English, multisensory methods of teaching, the use of games for drill, and teaching to individual needs.

Upon completion of the course the student will be familiar with current research, be able to verbalize accurately the 45 phonemes (sounds) of English, and be familiar with the 379 graphemes (symbols that represent those sounds). He or she will be able to identify the four linguistic patterns—the regular, minor and irregular spellings, indicate knowledge of the rules that influence the spellings of regular patterns and the exceptions, demonstrate mastery of sentence patterns, transformations and expansions through analysis of literacy passages and writing by formula. The student will show mastery of multisensory (visual, auditory and kinesthetic) reinforcement through a ten-step demonstration, make games to be used for drill, and adjust instruction to the "rate" of learning of the individual.

10. *The method of instruction*: is a combination of the study of metalinguistics and creating lesson plans, worksheets, games and activities to adapt to the individual "stage" level, "style" and "rate" of learning.

1. **THE LEARNING CENTER,** P.O. Box 403, Yorktown Heights, NY 10598, 1975.

2. *Sessions in past year*: 40 in New York City and Hartford, CT.

3. *Length of session and cost*: 3 hours or 16 hours. 3 hours: $250 for instructor plus $40 per student. 16 hours: $1000 for instructor plus $40 per student.

4. *Grade level teaching stressed*: kindergarten through college. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Laurita, R.E. *The new spelling -- Orthographic structuralism* (1981); *Vowel category individual spelling set* (1983) Yorktown Heights, NY: Leonardo Press.

7. *Emphases*:

Heavy on phonics, reading comprehension, independent reading, vocabulary, spelling, and writing.

Medium on context cues.

Light on sight words and handwriting.

8. *Goals of the instruction evaluated by*: student evaluations.

9. *The content of instruction*: consists of at least twenty different kind of courses. The content of a course depends, then, upon the needs of the audience. In the course on using roots to build successful reading, writing, spelling and vocabulary skills for example, teachers are taught: (1) the role of the alphabet in the construction of basic root forms, (2) the semantic or meaning aspects of root constructions, (3) the three types of root constructions - a. simple roots, b. compound roots, c. complex roots, (4) the role of the vowel in the construction of roots, (5) the five levels of difficulty involved in the construction of roots and their related familial categories, (6) discussion of the construction of all simple root forms by using phonic, linguistic or other word attack methods, (7) discussion of the construction of complex root forms through the addition of inflections, prefixes and suffixes, and (8) continuation of complex root constructions.

10. *The method of instruction*: is lecturing, with a heavy dependence upon AV techniques, transparencies, videotape, audiotape, etc.

1. **LEARNING CONSULTANTS**, P.O. Box 1992, Avon, CO, 1976.

2. *Sessions in past year*: 80 throughout the country.

3. *Length of session and cost*: 3-5 hours. $200 to $500.

4. *Grade level teaching stressed*: grades 5 through 12. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Weiss, H.G. & Weiss, M.S, *Case studies and suggestions for the learning disabled teenager* (1987); *Resource list for life after high school*; (1980); *Short summary of the Gillingham approach to language* (1979); *Survival techniques for the adolescent with a learning disability* (1982); *Word attack checklist inventory* (1979). Avon, CO: Treehouse Associates.

7. *Emphases*:

Heavy on phonics, context cues, reading comprehension, vocabulary, spelling, and writing.

Medium on independent reading.

Light on sight words and handwriting.

8. *Goals of the instruction evaluated by*: individual rating sheets.

9. *The content of instruction*: information not available.

10. *The method of instruction*: information not available.

1. **LEARNING INSTITUTE.** 1111 Bethlehem Pike, Spring House, PA, 1975.

2. *Sessions in past year*: 25 in all parts of the country.

3. *Length of session and cost*: minimum 6 hours, maximum 45 hours. One day $85. One week $375.

4. *Grade level teaching stressed*: kindergarten through grade 12. Regular teaching, not remedial.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Hammond, D., et al., (1986). *Reading comprehension in the content areas*. Thelen, J. (1986) *Reading and thinking in the content areas*. Springhouse, PA: Learning Institute.

7. *Emphases*:

Heavy on context cues, reading comprehension, independent reading, and writing.

Light on vocabulary.

No emphasis on phonics, sight words, spelling, and handwriting.

8. *Goals of the instruction evaluated by*: information not available.

9. *The content of instruction*: information not available.

10. *The method of instruction*: information not available.

1. **LINDAMOOD-BELL LEARNING PROCESS,** 416 Higuera Street, San Luis Obispo, CA 93401, 1969.

2. *Sessions in past year*: 30 in WA, UT, CA, OK, MO, SD, IL, IN, MI, TX, PA, and MA.

3. *Length of session and cost*: Basic Seminar, 40 hours, $395. Practicum, 40 hours, $305. Both, $700. Visualizing/Verbalizing Workshop, 6 hours, $75.

4. *Grade level teaching stressed*: kindergarten through adult. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Lindamood, C. and Lindamood, P. *Auditory discrimination in depth program* (1975). *Lindamood auditory conceptualization test* (1979). Allen, TX: DLM Teaching Resources. Bell, N. (1986). *Visualizing and verbalizing for language comprehension and thinking*. Paso Robles, CA: Academy of Reading Publications.

7. *Emphases*:

Heavy on phonics, reading comprehension, independent reading, and spelling.

Medium on sight words, context cues, vocabulary, handwriting and writing.

8. *Goals of the instruction evaluated by*: individual assessment of teachers' abilities to question students' responses to elicit self-correcting behaviors.

9. *The content of instruction*: involves the basic processes underlying thinking and performance in three areas: 1) literacy development, 2) oral and written language comprehension, and 3) visual-motor skills. In all three areas the processing and integration of language and sensory information is the issue. The major concerns in each course are: how teachers must question to help students use language to organize and integrate the sensory information involved; how the necessary processing can be broken into a hierarchy of steps so that students know what to monitor to self-correct their responses in given moments, as well as in their overall performance.

Research findings indicate that this process approach is consistently effective remedially regardless of age, and that it also enables a preventive approach to learning disabilities. In the primary grades, when teachers assist students to develop a cognitive approach to the sensory processing involved in the above three areas of development, it prevents failure experiences for high-risk students and markedly accelerates development for students who learn adequately under traditional instruction.

10. *The method of instruction*: is in a workshop format, and teachers are taken through the same processing experiences they will provide for students, with supervised practice in the instructional techniques. The courses are offered throughout the year at the Lindamood-Bell Center, and a schedule is sent on request. Courses are also offered at other sites by arrangement. University credit is optional. These are entry-level courses in a program for Certification as a Practitioner in Basic Learning Processes. Internships for Consultant level certification are offered by invitation. Certification information is sent on request.

1. **LITERACY VOLUNTEERS OF AMERICA,** 5795 Widewaters Parkway, Syracuse, NY, 1962.

2. *Sessions in past year*: 910 nationwide.

3. *Length of session and cost*: 18 hours. $15-20 in CA. Varies state to state.

4. *Grade level teaching stressed*: through grade 5. Regular, not remedial teaching.

5. *Appropriate for*: professionals and non- professionals.

6. *Materials used*: Colvin, R.J. & Root, J.H. (1984). *Tutor; Reading Evaluation Adult Diagnosis.* Trabert, J.A., et al. (1986). *Tutor's video guide.* Syracuse, NY: LVA.

7. *Emphases*:

Heavy on sight words, context cues, reading comprehension, independent reading and writing.

Medium on vocabulary, and spelling.

Light on phonics, and handwriting.

8. *Goals of the instruction evaluated by*: pre and post assessment; number of hours attended; student/tutor contact reports.

9. *The content of instruction*: instructs teachers to use an approach for individualized tutoring, whether it is one-to-one or small groups. This whole language approach recognizes the reading takes place only when there is comprehension of what is being read. It also recognizes that people bring their life experience and knowledge of what sounds right in English to reading. A whole language approach utilizes these by focusing on material tied to the student's goals and interests. Students are taught to pay attention to the clues of meaning and sentence structure when reading. Making use of this knowledge is called using context clues. LVA believes that research has shown that students who see reading as understanding the meaning of a passage learn to read at an independent level more quickly than those who see reading as decoding or putting together letters.

One major source of student-centered material arises out of the use of the language experience technique. Students dictate or write paragraphs based on their lives or on printed materials. The vocabulary, sentence structure and context are those of the student's. All of these factors enable the student to predict unknown words from already known meaning. This language experience material can then be the basis for further instruction using other techniques: sight words, context clues, and word analysis skills of phonics and word patterns.

Sight words are those words which are learned as whole words for a variety of reasons. Sometimes the student is at such a beginning level that a stock of words needs to be learned before any independent reading can take place. Other sight words are those which are irregular and could not be figured out from context or word analysis. Word analysis skills are those used to identify the sound/symbol relationships between a consonant letter and its sound, and between a vowel-consonant letter pattern and its sound. Phonics is the teaching of the consonant sound/symbol relationship, such as "S" as in "sun." Word

patters is teaching (through rhyme and patterns) the vowel-consonant letter pattern relationship, for example "am" as in "Sam" or "ham."

10. *The method of instruction*: stresses using a whole language approach that tutors be trained to assess the student's reading level, interests, and goals. This is done primarily through use of the READ test, reading inventories, interview techniques and listening skills. Tutors are also familiarized with adult interest books and lesson planning techniques.

1. **MT. SCOTT PRODUCTION SUPER READING,** P.O. Box 66473, Portland, OR 97266, 1984.

2. *Sessions in past year*: 1 in OR.

3. *Length of session and cost*: 4 hours. $40.

4. *Grade level teaching stressed*: all grades and ages. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Collins, J. (1982-1986). *Collins' super reading*; *Collins' super reading II*; *15 related workbooks*. Portland, OR: Mt. Scott Productions.

7. *Emphases*:

Heavy on phonics, reading comprehension, vocabulary and spelling.

Light on sight words.

No emphasis on context cues, independent reading and handwriting.

8. *Goals of instruction evaluated by*: participants demonstrate their knowledge of techniques and use of materials.

9. *The content of instruction*: discussion of problems of students with serious reading difficulties and strategies for eliminating or avoiding the problems. An overview of the materials of the program follows. Teachers then are shown how to teach students to sound out and blend words of all lengths and to read the sentences of each lesson, how to make records of student responses when reading, how to teach a few sight words, and how to reinforce the reading, and develop spelling skill through dictation of words and sentences from the lessons. Instructions are given in how a Super Reading lesson can be taught with no lesson preparation necessary, how to use the related worksheets with each lesson to meet the individual needs of each student, how to give a group lesson, or a tutorial lesson, and how aides, volunteers, parents learn to use the program. Finally, students learn to use positive reinforcement in the program, how the program creates motivation and improves self-image, and how Super Reading training helps develop skills and abilities needed for reading comprehension.

10. *The method of instruction*: involves lectures with overhead transparencies, handouts, or slides and modeling or demonstrations of techniques. Observation and discussion of videotapes of the program are conducted along with questions, answers and comments with discussion encouraged throughout. One-half of the time is devoted to hands-on participation that has students go through the books and related materials, practice Super Reading letter sounds, and practice sounding out and blending words including the tracking finger and teaching the system to a partner. Then, students practice teaching sight words and letter sounds, teach oral sound blending to partner, practice record keeping of reading responses with a partner, teach sample lesson to a partner, and learn how to play a word recognition game with the Super Reading book.

1. **PHONETIC READING CHAIN,** 101 Ridgedale Circle, Rochester, NY 14616, 1970.

2. *Sessions in past year*: 8 in SC, NY, and AZ.

3. *Length of session and cost*: 9 hours. Instructor charges $250 per diem, plus travel and lodging expenses.

4. *Grade level teaching stressed*: third grade through adult. Remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Duane, D. & Rome, P.D. (1981). *The dyslexic child*. New York, NY: Insight. Fernald, G. (1943). *Remedial techniques in basic school subjects*. New York, NY: Holt, Rinehart and Winston. Frank, R.W. (1983). A chapter in *Designing learning programs and environments for students with special learning needs*. Springfield, IL: C.C. Thomas. Frank, R.W. (1981). *The phonetic reading chain*, The author. Gagne, R. (1965) *The conditions of learning*. New York, NY: Holt, Rinehart and Winston. Gillingham, A. & Stillman, B. (1940). *Remedial training for children with specific disability in reading, spelling and penmanship*. New York, NY: Sackett and Wilhelms.

7. *Emphases*:

Heavy on phonics, spelling, and handwriting.

Medium on vocabulary and dictated writing.

Light on sight words.

No emphasis on context cues, reading comprehension, independent reading and writing.

8. *Goals of instruction evaluated by*: evaluation forms completed by students. No formal evaluation of student achievement made.

9. *The content of instruction*: includes (a) definitions of decoding-disabled and of reading, three levels of learning, and learning problems of decoding-disabled students; (b) discussion of methods of teaching beginning reading since the invention of the alphabet; (c) description of the sight word method (also called the psycholinguistic, whole word, look-say, whole language method) in teaching beginning reading.

An unknown code is used as a reading lesson to illustrate the methods of this approach: pictures, context clues, configuration, structural analysis, phonetic analysis. English letters are used in the code, but our familiar sounds do not correspond: i.e. *gib* is *sun*; *qzcir* is *cloud*. Attendees realize they are guessing, not reading. Included is an explanation of why this method results in at least 20% of the students becoming poor or non-readers; (d) description of basic phonics; results of using basic phonics; (e) identification of students who cannot learn to read from standard basic phonics programs; who need a highly organized, intensive, structured, chained, multisensory basic phonics program which is made up of controlled oral reading material which includes multisyllabic words; and (f) characteristics of a reading program which will teach these students to read; general organization of the 38 units of the phonetic reading chain revised series.

10. *The method of instruction*: lecture and discussion with a utilization of overhead transparencies. Students examine teaching materials and involved in a question and answer sessions.

1. **PROFESSIONAL READING SERVICES,** 542 Elden Avenue, NW, Roanoke, VA 24019, 1952.

2. *Sessions in past year*: 40 in Roanoke, VA.

3. *Length of session and cost*: $25 per hour, plus $25 for materials.

4. *Grade level teaching stressed*: all grades. Both regular and remedial.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Price, B.G. & Caujolle, C. (1985). *See me read*. Roanoke, VA: Professional Reading Services. Weiss, H. (1976). *Sure steps to reading and spelling*. Richmond, VA: Weiss Publishing.

7. *Emphases*:

Heavy on phonics, reading comprehension, independent reading, vocabulary, spelling, and creative writing.

Medium on handwriting.

Light on context cues.

No emphasis on sight words or independent reading.

8. *Goals of instruction evaluated by*: success in teaching of teachers who have taken the program.

9. *The content of instruction*: involves teaching teachers that word families and memorization are not part of an intensive, structured phonics program. Teachers learn that individual sounds of the consonants should be taught intermittently with basic long-vowel constructions initially. Short vowels follow. Everything there is to know about the one-syllable construction is taught next, followed by syllabication and accentuation rules. Diphthongs follow and finally the compound vowel sounds, as in *Leo* and *trial*. The very last eleven lessons of the course concentrate on the major foreign elements of the language, concentrating on *ph*, *-gh* endings, the three sounds of *ch*, *gn* in same syllable and in separate syllables, *wr*, *kn*, silent *l* (*talk*), silent *b* (*dumb*), silent *t* (*listen*), silent *p* (*psychology*), silent *h* (*ghost*), silent *n* (*hymn*), *-que*, and *-gue*. Teachers are taught to "sound out" as they learn to analyze what the vowel sounds are going to be. The major emphasis is placed on learning to determine the antics of the vowels.

10. *The method of instruction*: is primarily lecture in the beginning sessions. Much information must be given at the onset in order that teachers realize that there is much that they do not know and that there is much that is very interesting to them as well as to their students. For example, etymology, orthography, articulation and the value of cognates, *d-t*, *b-p*, *g-k*, *j-ch*, etc. Keeping *d* and *b* separated initially can usually prevent the *b-d* confusion of many students. Discussion, lesson assignments are practiced before the group, and testing is discussed. Tests and quizzes are given at least four times during course. Teachers are urged to record all sessions on tape for further study and review.

1. **READING INC.**, 603 12th Street, Oregon City, OR 97045, 1986.

2. *Sessions in past year*: 55 all over the country.

3. *Length of session and cost*: 6 to 45 hours. $75 to $350 per person.

4. *Grade level teaching stressed*: kindergarten though grade eight. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Halloran, B. *The Halloran collection.* (No other information available.)

7. *Emphases*:

Heavy on reading comprehension, independent reading.

Medium on vocabulary development.

Light on sight words and context cues.

No emphasis on phonics, spelling, handwriting, or writing.

8. *Goals of instruction evaluated by*: response and reaction from participants in the sessions.

9. *The content of instruction*: information not available.

10. *The method of instruction*: information not available.

1. **REID FOUNDATION,** 3310 South 2700 East, Salt Lake City, UT, 1979.

2. *Sessions in past year*: 138 in 38 different states.

3. *Length of session and cost*: 8, 24, and 40 hours. $275 a day plus expenses.

4. *Grade level teaching stressed*: kindergarten through grade 12. Both regular and remedial teaching.

5. *Appropriate for*: professionals and some nonprofessionals.

6. *Materials used*: Reid, E.R., *Teaching letter names and sounds*; *Teaching new words through phonics*; *Teaching new words through the word structure methods*; *Teaching new words through the sight and context methods*; *Teaching spelling skills*; *Teaching manuscript and cursive penmanship*; *Eliciting responses and teaching proofing through dictation*; *Teaching creative comprehension skills*; *Teaching literal and inferential comprehension*; *Teaching critical comprehension*; *Teaching scheduling and record keeping*; *Lesson plan book*; *Teaching study skills*; *Teaching writing (creative and expository) skills*; Reid, E.R. et al., *ECRI informal reading inventory*; and Reid, E.R. & Slager, W. *Teaching grammar for sentence reading and writing*, and *Analyzing sentences*. All published by Cove Publishers, Salt Lake City, UT.

7. *Emphases*:

Heavy on phonics, context cues, reading comprehension, independent reading vocabulary, spelling, handwriting and writing.

Light on sight words.

8. *Goals of instruction evaluated by*: information not available.

9. *The content of instruction*: includes teaching teachers: (1) what, why, when, and how to teach word recognition, comprehension, and study skills, and writing, speaking and listening skills; (2) a scheduling and record keeping system that allows individualization of instruction and yet promotes teaching to small groups of students; (3) eight critical teaching behaviors that prevent failure from occurring. Neither synthetic or analytic phonics is taught. Rather, students learn that letters (singly and in combinations) represent sounds. They listen to the sounds of speech and then to recognize the letters that represent those sounds. There is no teaching of rules or generalizations. Teachers are taught to teach their pupils to recognize word parts and the changes that sometime occur in a word before a part is added. Instruction is descriptive rather than prescriptive.

10. *The method of instruction*: includes all known methods of effective instruction. Teachers are taught just as we expect them to use all known methods of effective instruction with their students.

1. **THE RIGGS INSTITUTE,** 4185 S.W. 102nd Avenue, Beaverton, OR 97005, 1979.

2. *Sessions in past year*: 31 in OR, WA, MT and NE.

3. *Length of session and cost*: 30 hours, $135 to $235.

4. *Grade level teaching stressed*: kindergarten through adult. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals. College credit, graduate or undergraduate available.

6. *Materials used*: Spalding, R.B. & Spalding, W. (1986). *Writing road to reading*, New York, NY: Morrow. Riggs Institute (1986). *Orton phonogram cards*. RI Press. Riggs, O. (1986) *Overview and sounds and rules* (audiotapes with transparencies), *Educational Digest Spalding made easier*. RI Press. Mosse, H.L. (1987). *The complete handbook of children's reading disorders*. RI Press.

7. *Emphases*:

Heavy on phonics, spelling, reading comprehension, independent reading, vocabulary, spelling, handwriting, and writing (composition).

No emphasis on sight words and context cues.

8. *Goals of instruction evaluated by*: empirical tests and testimonials.

9. *The content of instruction*: covers the sounds and symbol(s) for 70 common phonograms (single letters and varied combinations of letters) which cover most of the English spelling patterns of the 45 sounds of English speech. Must be mastered as is required for learning and teaching correct structure of English words. Skills stressed: listening, precise speech, visual discrimination, penmanship, spacing, auditory discrimination. Also taught are 29 rules of spelling; syllabication and markings to aid memory for encoding and decoding approximately 1000 of the most commonly used English words. These are taught by application from the spoken sounds of words in dictation, using correct sample sentences to show meaning for comprehension and by preparation of dictated "spelling rule" pages in a reference notebook. Additional skills stressed: spelling, syllabication, reading, vocabulary, connected writing.

In addition, the teacher learns the correct formation of letters of the alphabet for both manuscript writing (printing) and cursive or connected writing, with proper spacing, margins, etc. Skills stressed: comprehension of precise oral direction for letter formation, listening, penmanship, margins, spacing, directional and linear discrimination. Background and introduction to etymology of words, prefixes, roots, suffixes, mnemonic devices to aid memory and use of spelling scale for testing levels of proficiency in students is given. Stressed: vocabulary, comprehension.

Teachers' attitudes changed from "about 1/3 of pupils will fail" to "all can learn" through positive approach, accurate and complete content, efficient methodology applicable to any quality literature. Teachers learn classroom seating arrangements which insure maximum teacher/student eye contact, prevent reversal problems; individual student seating, posture, arm and paper positions, left and right handed students, to insure comfortable and efficient writing. Devices taught to get and hold student attention; understanding and presentation of a structured but fair philosophy of discipline which teaches

child to discipline himself. Special needs of remedial, E.S.L., gifted students and how to adapt to time constraints and application to other mandated programs are discussed.

10. *The method of instruction*: is approximately 10% lecture, 20% discussion, 70% hands-on practicum. Blackboard demonstration employed throughout unless class is too large when audio visual is used instead. Approximately 1 hour of class preparation is needed for each in-class hour; daily assignments, some quizzes. Final test of phonograms by dictation, written test over content all other which demonstrates mastery - Letter grades given, college credit optional, lesson plan paper required for graduate credit.

1. **SPALDING EDUCATION FOUNDATION,** 2301 West Dunlap Avenue, Suite 105, Phoenix, AZ 85021, 1986.

2. *Sessions in past year*: 30 in 18 states, Japan Australia.

3. *Length of session and cost*: 45 hours. $70 to $600: depends on college accreditation charges.

4. *Grade level teaching stressed*: regular program, kindergarten through grade 3; remedial, grade 4 to adult.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Spalding, R.B. & Spalding, W.T. (1986). *Writing road to reading, Phonograms*. New York, NY: Morrow.

7. *Emphases*:

Heavy on phonics, reading comprehension, independent reading vocabulary, spelling, handwriting, and writing.

Medium on context cues.

No emphasis on sight words.

8. *Goals of instruction evaluated by*: having students make an evaluation of the course at its completion. Criteria reference test including knowledge of phonemes and spelling rules also given. Completion of spelling notebook required.

9. *The content of instruction*: a total language arts approach to beginning reading which integrates the teaching of speaking, writing, and reading. The course includes direct teaching of all elements necessary for teaching students of any age, kindergarten through adults. The teacher needs only one textbook and a set of phonogram cards. Because the method is direct and well organized, students use only paper, pencils, and their minds. The course is comprised of five parts of equal importance to the complete success of the method: philosophy, phonograms, spelling notebook, comprehension, and writing. Teachers initially are introduced to the seventy common phonograms (25 letters and 45 fixed combinations of two, three, and four letters) that represent the forty-five basic sounds of the English language.

The preparation of a spelling notebook is the "heart" of the Spalding Method because it teaches the structure inherent in the English language and the rules of the English spelling system. The notebook is begun as soon as fifty-four phonograms have been introduced. The notebook is divided into two parts: seven rule pages of words that illustrate the spelling rules, and the extended Ayres Word List of 1700 most-frequently-used words. Comprehension, the ability to reason and think for oneself, and the desire for lifelong learning are emphasized through the course. Strategies and materials for teaching comprehension are discussed. The classics are used for reading instruction from the beginning. Writing is an integral part of the method. The importance f of writing as a means of learning to read and of expressing ideas coherently and fluently is stressed.

10. *The method of instruction*: includes lecture, discussion, hands-on-participation and video-tape presentations of classroom teachers working with children. The majority of class time is spent completing a spelling notebook from dictation in the same manner as teachers dictate to students.

1. **TAFT EDUCATIONAL CENTER,** 110 Woodbury Road, Watertown, CT 06795, 1976.

2. *Sessions in past year*: 1 at the Center.

3. *Length of session and cost*: 50 hours. $360, which includes room and board.

4. *Grade level teaching stressed*: grades 9 through 12. Regular (not remedial) teaching.

5. *Appropriate for*: professionals only.

6. *Materials used*: no textbooks or sets of materials used.

7. *Emphases*:

Heavy on reading comprehension and writing.

Medium on context cues and vocabulary.

No emphasis on phonics, sight words, independent reading, spelling or handwriting.

8. *Goals of instruction evaluated by*: individual curriculum projects and reports to the workshop group.

9. *The content of instruction*: is in a workshop, designed for teachers in all subject areas who are aware of students' need of instruction and practice in reading and writing skills and would like to integrate increased practice into their presentation of subject matter. Those who believe the theory that writing is a way of learning can quickly become confident about their ability to assign and evaluate a variety of modes of writing. Models of useful assignments in every academic discipline will be available, including those promoting active reading and those calling for various kinds and complexities of writing.

10. *The method of instruction*: involves having participants practice various ways of dealing with the paper load created by frequent writing assignments, including peer evaluation and holistic grading. Using textbooks and other materials that participants will be teaching from next year, each will develop reading questions and writing assignments that promote active reading of the material and thoughtful writing about it. The presentation of these plans will be the basis for the major part of the grade in the course. The workshop will be conducted as an exercise in collaborative learning; this model is the kind of classroom that active reading and writing are designed to foster.

1. **NELLIE THOMAS INSTITUTE OF LEARNING,** P.O. Box 2303, Monterey, CA 93940, 1982.

2. *Sessions in past year*: 3 in Monterey County, CA.

3. *Length of session and cost*: one-day workshops of 3-5 hours. One-week workshops of 30 hours. Cost not available.

4. *Grade level teaching stressed*: all grades. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Anderson, V., et al. (1984). *The reading connection.* Open Court. Lebo, J.D., et al. (1975). *Breaking the code.* Open Court. Thomas, N. (1978). *The writing resource book.* La Salle, IL, Open Court.

7. *Emphases*:

Heavy on phonics, reading comprehension, independent reading, vocabulary, spelling, handwriting, and writing.

Medium on context cues.

Light to medium on sight words.

8. *Goals of instruction evaluated by*: questionnaire at the end of the session to determine the value of the workshop to each participant.

9. *The content of instruction*: of the 4 and one-half day workshop consists of general session and overview; penmanship; compositions: various task suggestions to motivate students; writing to task and for specific audiences; review of penmanship program, practice and questions; individual conferences; sharing session: composition motivators; preparation for sentence-lifting; sentence-lifting; and integrating the teaching of spelling, grammar, usage, and mechanics.

Also included are a test and review: sentence-lifting, proofreading, and penmanship; phonics as a means to independent reading and spelling; phonics; individual conferences; effective reading lessons based on real literature; higher order discussion, comprehension; vocabulary activities; sentence-lifting; proofreading refresher; individual conferences; classroom organization and management techniques; and review: questions and answers.

10. *The method of instruction*: parallels those used in instructing the target population of students. Lecture is kept to a minimum; group discussion is used to illustrate motivational techniques. The primary emphasis is on doing or "hands-on" participation. Workshop attendees are led through the processes they will employ with their students. Audio-visuals include wall sound cards, response cards, sound flash cards, and overhead projector. An integrated approach is used. Handwriting, phonics, spelling, vocabulary, composition and critical thinking are combined in the learning process rather than being taught in isolation. Students gradually take more and more responsibility for their own work. They begin proofreading, editing, and rewriting by applying criteria introduced by the teacher.

1. **WARREN FOUNDATION,** 4261 Roosevelt Way, N.E., Seattle, WA 98105, 1963. 1-800-558-5858.

2. *Sessions in past year*: 6 in WA, CA and FL.

3. *Length of session and cost*: 5 hours. Video cassette and other materials, $295; workbooks and audiotape $22.

4. *Grade level teaching stressed*: primary through adult. Both regular and remedial teaching.

5. *Appropriate for*: professionals and nonprofessionals.

6. *Materials used*: Shaw, R.K. *English literacy introduction* (1987); *English literacy Development* (1981); *English literacy Achievement* (1983). *Teacher training manual* (1987); *Teacher training video* (1987). *Curve of learning calculator* (1977). Seattle, WA: Warren Foundation.

7. *Emphases*:

Heavy on phonics, independent reading, spelling, handwriting and writing, ESL and minority instruction.

Medium on sight words, context cues, reading comprehension, and vocabulary.

8. *Goals of instruction evaluated by*: standardized tests and testimonials.

9. *The content of instruction*: covers the following needs of today's teachers of reading: (a) how to provide motivation that helps the student want to learn and to develop an "I can" self concept, and (b) how to develop phonemic recognition of the sounds of English speech starting with the long and short vowel sounds of the language and insuring proper pronunciation. Teachers will continue to heighten student awareness, knowledge and ability to use oral and written language more effectively. The course shows how to blend consonant and vowel sounds and shows their relationship to spelling and unfamiliar vocabulary. Other phonograms (two, three and four letter combinations that represent speech sounds) needed to encode and decode words are also taught through direct and systematic instruction using a multi-sensory approach. Many questions are answered concerning the unpronounced "e" at the end of a word and its effect on the pronunciation. The program presents a usable and simple study of the main prefixes, roots and suffixes.

Special problems of spelling are explained. The program also assists teachers and students to know the rules necessary to comprehend written and oral language by "seeing it," "saying it," "hearing it" and "spelling it." How to emphasize multi-sensory learning by stressing concurrent visual, auditory and tactile stimulation, and how to develop teaching methods by using the Curve of Learning program with its patterns of reinforcement which ensure maximum retention are stressed. The teacher's abilities to provide a heightened awareness of how aural and tactile skills reinforce eye and small motor coordination so necessary for accelerated learning processes are improved and enhanced.

10. *The method of instruction*: is given in a five hour video cassette audio-visual presentation. In addition to the video cassette tapes, supplementary assistance is provided by a separate "Teacher's Training Manual" and a Curve of Learning calculator and study guide. Each student uses a set of 24 taped lessons and 2 student workbooks.

V

Organizations That Provide Information About Literacy

To follow is a list of organizations that, although they do not train teachers of reading, do act as catalyst or contact points for information about activities being conducted in the present campaign to develop higher levels of literacy in the nation.

BUSINESS COUNCIL FOR EFFECTIVE LITERACY. 1221 Avenue of the Americas, New York, NY 10020.

The Business Council for Effective Literacy is a publicly supported foundation established in 1983 to foster greater corporation awareness of adult functional literacy and to increase business involvement and support in the literacy field. It supports a small, highly trained, professional staff to interact with literacy groups and planners around the country—continually assessing their activities, needs, and concerns—so as to provide responsible advice to the business community on the opportunities for their involvement and funding.

The BCEL publishes *Newsletter for the Business Community*. This monthly periodical contains literacy statistics, advice to corporations as to how they can help in the literacy campaign, descriptions of the actions local, state and federal government agencies and libraries are taking. comments on the activities of long-time literacy organizations like Laubach Literacy Action and Literacy Volunteers of America, and notices of what corporations are doing in the fight to improve literacy in the nation.

THE COALITION FOR LITERACY. 50 East Huron Street, Chicago, IL 60611.

The Coalition for Literacy, in partnership with the Advertising Council is a national literacy awareness media campaign. The Advertising Council has developed professional television, radio, magazine, press, billboard and hand-out materials designed primarily to recruit volunteer leaders and tutors. The central theme of the campaign and advertising is "Volunteer Against Illiteracy" and is designed to encourage individual and corporate involvement in the support for the fight against adult literacy. The Ad Council materials will be aired, printed and disseminated on a no-charge, public service basis, with an estimated donated broadcast and print value exceeding $20 million per year. (For information call 800-228-8813.)

THE CONTACT LITERACY CENTER. P.O. Box 81826, Lincoln, NB 68501.

The Contact Literacy Center, a division of Contact Center, Inc., began in 1978 as a project of the American Association of Advertising Agencies (AAAA). It continues its affiliation with the AAAA through the Coalition for Literacy. The Contact Literacy Center serves as the clearinghouse for the Coalition for

Literacy and Project Literacy U.S. (PLUS), utilizing a toll free telephone system to respond to requests for information (800-228-8813). In addition, the hotline has been used by various groups and organizations as a response system to publicity and awareness efforts on the problem of adult literacy.

An excellent source for updated information on literacy awareness efforts is *the written word*, a monthly newsletter published by the Contact Literacy Center. Serving as the primary communication tool of the Center, *the written word* is designed to encourage communication among those working in the field of functional literacy and to act as a catalyst in delivering volunteer manpower to community programs.

COUNCIL FOR BASIC EDUCATION. 725 Fifteenth Street, NW, Washington, DC 20005.

In 1956, a group of academic and civic leaders founded the Council for Basic Education in Washington, D.C. For over 30 years the Council has insisted that the first priority of American schools should be a sound education in the liberal arts for all children.

The Council for Basic Education neither speaks on behalf of a particular professional constituency nor stresses the priority of a single academic subject. Rather, CBE is a national advocate of the liberal arts dedicated to strengthening teaching and learning in all of the basic disciplines.

The Council is a nationwide association of policymakers, educators, parents, and other citizens committed to set standards for curriculum, instruction, and academic achievement; strengthen the knowledge and professional training of teachers; assist administrators in developing their instructional leadership; supply policymakers and the media with analyses of educational reforms and information on effective programs throughout the country; and advise and inform members of education, business, and civic groups about educational developments trends.

Basic Education, the Council's monthly journal, keeps readers informed through analysis and commentary about major issues and current practices in education. *Basic Education: Issues, Answers, and Facts*, expands on subjects previously covered in *Basic Education*. Each issue examines a single educational topic. The Council also commissions special reports on timely issues and distributes important books from other publishers. As series of citizens' guides aids in judging the effectiveness of local schools.

PROJECT LITERACY U.S. (PLUS). 4802 Fifth Avenue, Pittsburgh, PA 15213 or ABC, PLUS, 1330 Avenue of the Americas, New York, NY 10019.

PLUS is a landmark television public service project combining local community efforts with a national media focus. ABC and PBS, two of America's major broadcast organizations, have joined forces in PLUS to bring information on adult literacy to nearly 86 million homes, in on-air programming and public service announcements during the 1986-87 broadcast season. Throughout the year ABC and PBS broadcast special public service announcements to raise awareness and encourage the public to volunteer.

Local PLUS task forces were formed that organized community outreach efforts bringing together local educators, civic groups, local government, church,

media and business groups to ready local efforts for the intense, national publicity. The Contact Literacy Center national literacy toll free number (800-228-8813) will be used in the ABC and PBS programming.

THE READING REFORM FOUNDATION. 7054 East Indian School Road, Scottsdale, AZ 85251.

Founded in 1961, the Reading Reform Foundation has held from its beginnings the "sole aim" of restoring intensive phonics to the teaching of reading throughout the nation. The RRF remains the strongest and most independent non-reading establishment critic of how reading instruction is taught in college and university departments of education. In the course of its criticism it has placed the blame for the nation's reading crisis squarely at the door of teacher training institutions (Groff, 1977). In its periodical, *The Reading Informer*, and at the national conventions RRF denounces the fallacies of the non-intensive, unsystematic, incidental, and delayed type of phonics instruction that college students are often taught to use, but which research does not support.

The RRF thus acts as more than simply a clearinghouse for information about the effort to improve the literacy of America's citizens, and a source of information about literacy workers and literacy development organizations. In this respect, it provides in every issue of *The Reading Informer* a list of materials and trainers of teachers that it believes best exemplifies the intensive phonics approach to reading instruction. The RRF's campaign for reform in the teaching of reading in the nation's schools, and in the education of teachers, is also conducted by its various local committees that have been established across the country. The RRF conducts regional and national conventions, and participates in radio and television talk shows concerning the development of literacy. It has provided expert testimony on this subject at hearings of the U.S. Congress.

PRO EDUCATION . . . THE MAGAZINE ABOUT PARTNERSHIPS WITH EDUCATION. 5000 Park Street North, St. Petersburg, FL 33709.

While ProEducation Magazine is not a part of any particular literacy organization, it has all these organizations' goals in mind. The purpose of ProEducation Magazine is to present as objectively as possible information about the full range of partnerships in education. Programs and materials covered in the magazine are presented in terms of the potential benefits and applications they offer the magazine's readers.

VI
The Success of Private Sector Training

A convincing case can be made that private sector organizations who train teachers of reading tend to fulfill their promises to provide the best form of this instruction that is possible. There are three general reasons to suggest that private sector organizations have been successful in this respect in their education of reading teachers.

One, as was noted above, to stay in business private sector organizations that provide teacher training must continually demonstrate to their clients that they can and will successfully deliver the services they contract to perform.

Two, these organizations generally emphasize the teaching of phonics as a primary means of developing students' powers of written word recognition. The experimental evidence from reading research attests to the importance of phonics in this respect. In fact, the number of such studies has grown larger and larger over the years (Chall, 1967 and 1983). Academic reviews made of the research on this issue have authenticated the vital contribution of phonics knowledge to the development of word recognition skills. A survey of this field of research indicates that there are at present at least 125 such reviews. These critical examinations of what the research as a whole says about the role of phonics knowledge in students' learning to read all conclude that the acquisition of phonics information by students is a critical aspect of their development of word recognition abilities (Groff, 1987a). The Appendix of this publication presents quotations from a sample of these reviews to this effect.

Despite the overwhelming conclusion from reviewers of the experimental research that the acquisition of phonics information is a critical element in learning to read, certain practices conducted by departments of education denigrate the importance of phonics for this purpose (Groff, 1987a). Students in reading courses in these departments are often taught that intensive instruction of phonics to children will interfere with their attainment of reading comprehension skills. English is said to be so unpredictably spelled that the application of their knowledge of phonics cannot help children decode many written words. An equally unsupportable aspect of such teacher training is the contention that teaching children to use context cues when reading obviates the need to teach them phonics.

It is even maintained in department of education courses that many children are genetically indisposed toward the learning of phonics. They are said to have a certain natural antipathy toward this learning. Such children are classified as having a visual preference (when learning to recognize words) which interferes with their learning of phonics. They supposedly learn to recognize words better by "sight" or as "wholes" than by decoding them through

the use of phonics. Private sector organizations who train reading teachers wisely reject these "myths of reading instruction," as Groff (1987a) calls them, since none of them are supported by the experimental research findings.

Three, there is distinct and well-defined evidence of an empirical nature that gives additional support to the conclusion that private sector organizations in general have fulfilled their pledge to train reading teachers effectively, and to be cost-effective regarding the materials they recommend to be used to teach reading to children.

Among the convincing data presented to this effect are those reported by Micciche (1987). This superintendent of schools reveals that the reading test scores of the pupils in his school district (children who lived in "one of the 20 poorest counties in the country") were raised to "the mid-to-high sixtieth percentile range" as a result of the private sector training given his teachers.

Evidence of the success of the Institute in Intensive Phonics trained reading teachers comes from Foltzer (1985). She notes that a class of heterogeneously grouped first-grade pupils taught by such a trained teacher gained 3.7 years of reading achievement in only one year of instruction.

The headmaster of a nonpublic school found that children in grades kindergarten through six in his school taught for one year with the materials and method recommended by Professional Reading Services gained an average of 2.5 grade levels of word attack skill.

Another private sector organization has received publicity in the mass media for the "phenomenal success" of its program (Miller, 1986, p. 104). The headquarters of this program reports that "a fourth grader with conventional training typically recognizes about 150 words. But after 36 lessons of Sing, Spell, Read and Write (a 12 to 18 month program), a student has acquired the basic tools for learning about 24,000 words" (Geier, 1986, p. 25).

The Sing, Spell, Read and Write program was used with success in the Selma, CA, school district. Before starting this program only 30 percent of the students in this district achieved at or above the national norm on the standardized reading test administered to them. After a year's instruction with the SSRW program 83 percent of these students achieved at or above this norm (Clifton, 1986). Another group of elementary school pupils, who had scored one or more grade levels in reading below their age norm were instructed with the SSRW program during a threeweek summer session. These pupils gained an average of 1.9 grade levels in reading comprehension during this period (Inside Track, 1986).

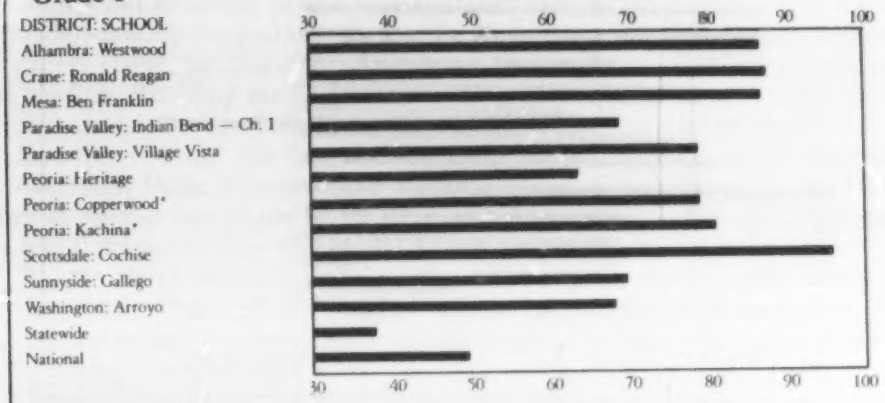
The SSRW program has also been used with success with prison inmates. Prisoners in the Norfolk, VA, city jail were instructed with the SSRW program for one hour a day for six weeks. The result of this instruction was an increase in their reading ability of at least two grade levels (Wohan, 1986). The Suffolk, VA, Sheriff's Department reports that "16% of the [inmate] students learned to read in three months using Sing, Spell, Read and Write compared to 3.5% using others' programs over a period of eleven years" (Eley, 1986).

The remarkable success of another private sector organization that trains reading teachers, the Spalding Education Foundation, is demonstrated in the

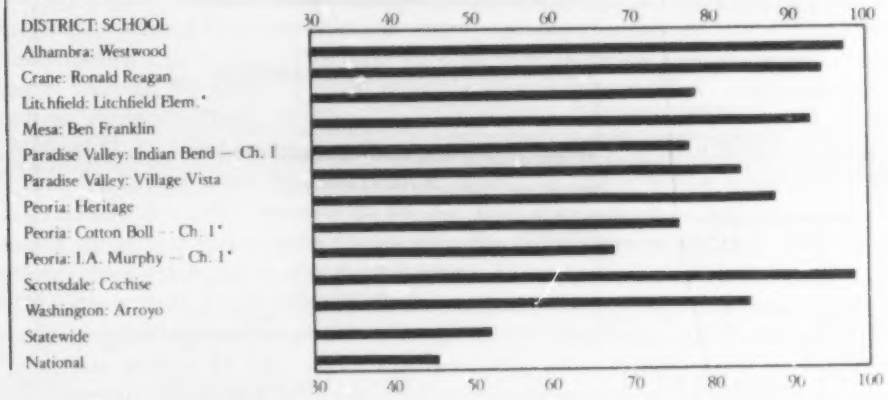
1986 ARIZONA PUPIL ACHIEVEMENT TESTING
IOWA TEST OF BASIC SKILLS
Total Reading Scores of School Using the Spalding Method

NATIONAL PERCENTILE RANK

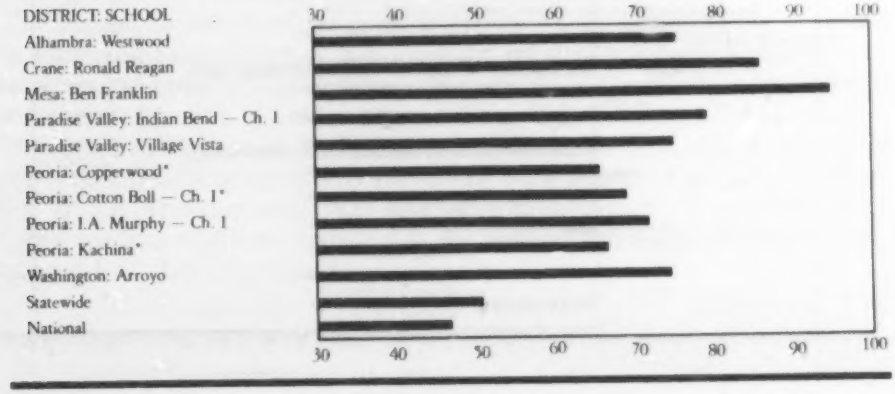
Grade 1



Grade 2

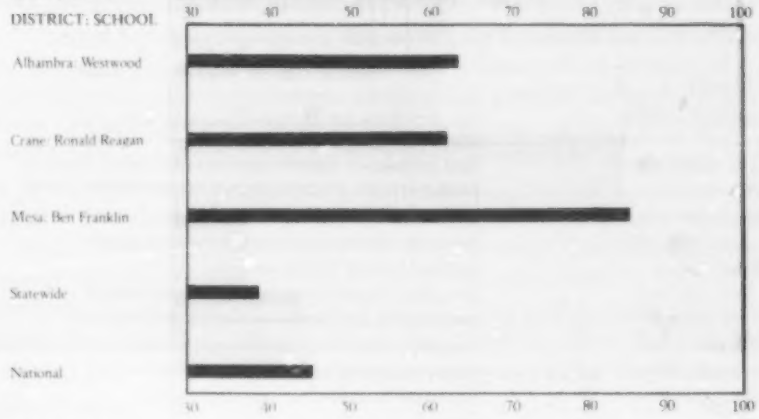


Grade 3



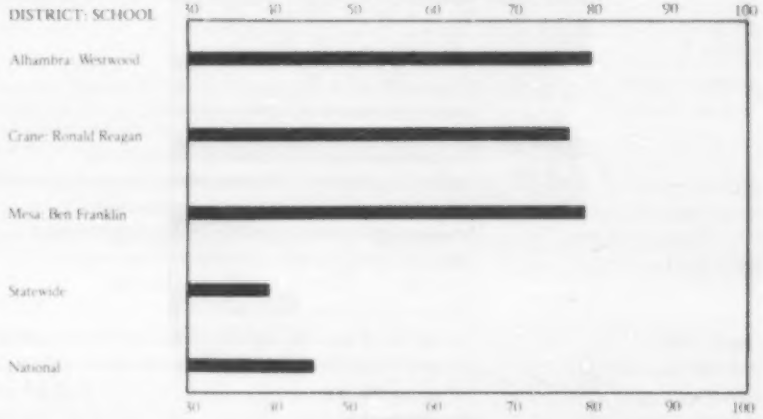
1986 ARIZONA PUPIL ACHIEVEMENT TESTING
IOWA TEST OF BASIC SKILLS
Total Reading Scores of Schools Using the Spalding Method

GRADE 4



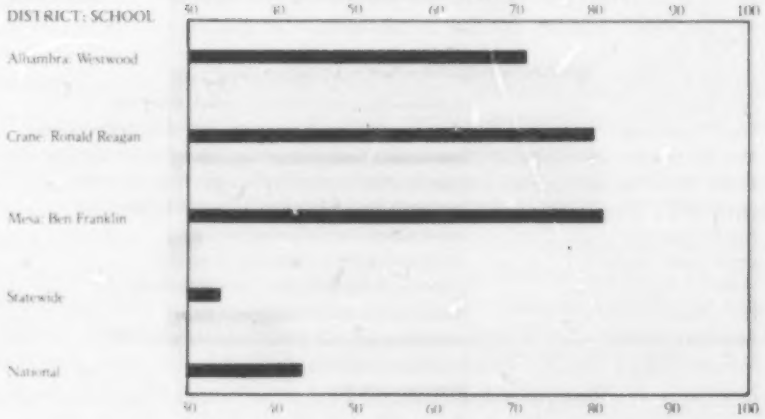
NATIONAL PERCENTILE RANK

GRADE 5



NATIONAL PERCENTILE RANK

GRADE 6



NATIONAL PERCENTILE RANK

graphs to follow (Strother, 1986; 1987). It is worthwhile to observe in these graphs the extent which the reading test scores of pupils instructed by teachers who used the method prescribed by this private sector organization exceeded state and national norms.

Additional evidence of the "indisputable success" of teachers who have used this Spalding method is presented by Aukerman, a highly-regarded reading expert (1984, pp. 541-545). Aukerman observed that children in classes that used the Spalding method "were reading at an almost unbelievable level of comprehension, voice inflection, knowledge of word attack" (p. 545).

In a "pilot study" the first and second grade pupils of teacher trained in the American Pride system (Lane Reading Program and Teaching Method) achieved "one or two grade levels [in reading test scores] above the students who had not been in the pilot study" (Lane, undated).

The Mt. Scott Productions Super Reading program was recently declared an "Exemplary Curriculum Program" by the Oregon School Boards Association. By the twenty-seventh lesson of this program it has been demonstrated that children can read 1244 words and 1001 sentences (Lesowski, 1986).

The effectiveness of the Reid Foundation (ECRI) instructional programs has been examined in a variety of district and school settings. Its importance to particular school systems has also been reflected in the writings of school administrators nationwide. The data summarized to follow include some of the findings from ECRI projects with regular, special, as well as compensatory education students (Reid, 1986).

In four Utah school districts first-graders taught with the ECRI program read at a 3.8 grade level. Secondgraders scores on the average were found to be at or above the 95th percentile on the test given them. Chapter 1 pupils averaged up to 3.2 years gain in reading for each year of ECRI instruction. Navaho Indian students in grades 4-7 given ECRI training exceeded expected growth. Other first-grade Native American children gained 2.3 grade levels in reading. Another one-year ECRI experiment improved children's reading by 3.8 grade levels. In two other experiments, after seven months of ECRI training special education children ranged in improved reading comprehension 1.2 to 5.2 and 1.7 to 3.2 years, respectively. High school students in the ECRI program gained 4.5 years of reading growth in one year.

The accomplishments of yet another private sector organization is shown in the following table. Here is displayed the relatively superior reading test scores of second-grade children whose teachers used a method and materials recommended by this private organization, the Lindamood-Bell Center (McGuiness, 1985). It is clear from this presentation that the method and materials customarily advocated by university departments of education ("Basal Reader" in the table) are relatively inferior in their capacity to develop young children's reading abilities compared to the method and materials used in the Lindamood-Bell (LAC) program:

Test	*Lindamood*	*Slingerland*	*Sullivan*	*(Basal Reader)*
Peabody Total				
Fall	77.3	70.6	78.6	70.6
Spring	106.3	91.3	102.4	86.5
GAIN	29.0	20.7	23.8	15.9
Woodcock Total				
Fall	90.2	75.9	95.8	73.2
Spring	172.6	141.3	153.8	117.5
GAIN	82.4	65.4	58.0	44.3
LAC Total				
Fall	52.3	50.6	54.8	37.1
Spring	113.2	69.2	74.2	66.0
GAIN	60.9	18.6	19.4	28.9

The LAC test predicted 77 percent of the variance on the Peabody test and 90 percent of the variance on the Woodcock test. The Lindamood method was superior to all other methods at the 0.001 level of probability.

SOURCE: Analysis (unpublished) by R. Calfee. Cited in P. Lindamood and C. Lindamood, *LAC Test Manual* (Allen, Texas: DLM Teaching Resources, 1979), p. 51. Reprinted by permission.

Additional evidence of the success of the Lindamood-Bell program comes from a test of its effectiveness versus that of the use of the Ginn basal reader series with kindergarten through third grade classes in the Santa Maria (CA) Elementary School District. By the second year of this experiment statistically superior development of auditory conceptualization, word attack and word recognition skills was found among the pupils in the Lindamood-Bell program (Intrac, 1986). In her doctoral dissertation study Howard (1986) found that first grade pupils trained in the Lindamood-Bell method made significantly greater gains in word attack and reading achievement, and had higher reading scores in subsequent grades, than did students not receiving such training.

The Integrative Learning Systems (Formula-Three) program was used for one year with sixth-grade pupils in a low-income California school, many of whom who were limited English speaking. These pupils' reading scores were 19 percent higher than those of pupils in a previous sixth grade not taught with the Formula-Three System (Vail, 1986). Other California sixth-graders taught with this program increased their reading scores over a previous sixth grade by 17 percent (Vail, 1983). Yet other sixth-graders, in a low-income California school, with a 95 percent black student body, gained 2.3 years of growth in reading after eight months of instruction with the Formula-Three program (Vail, 1985). The reading scores of twelfth-grade California students taught with this program moved from the 31st percentile to the 59th percentile (Vail, 1983).

There is evidence of the successes of other private sector organizations. An elementary school principal (Flint, 1986) attests that kindergarten pupils

in his school taught with the method advocated by a private sector organization, Char-L, Inc., read "six weeks ahead" of kindergarten pupils not instructed in this method. Another school official (Jeremy, 1985) reported even greater gains from the use of this method. Teachers of children whose reading test scores were below the 35th percentile used the Char-L method. This means that 65 percent of all children taking this test scored higher on it than did these pupils. The reading gains of these below-average readers after one year were as follows:

	1983	1984
7th Graders moved from the	29%tile to the	63%tile
6th Graders moved from the	12%tile to the	50%tile
5th Graders moved from the	26%tile to the	43%tile
4th Graders moved from the	31%tile to the	55%tile
3rd Graders moved from the	27%tile to the	51%tile
2nd Graders moved from the	28%tile to the	89%tile

In other words, before the Charl-L instruction 72 percent of all second-graders taking this test would score higher that did the above second-graders. After the Char-L instruction only 11 percent of second-graders as a whole would score higher than did the Char-L students.

Then, a supervisor of special education found that "the students [in 18 classes] who were taught via Char-L were the students who had the greatest mastery of phonics skills" (Abbott, undated). Thorsen (1986) reports the results of a controlled test of the relative effectiveness of the Charl-L approach versus that of a standard basal reader program over a one-year period. In this experiment 10 elementary schools used the Char-L method; 12 schools used the standard basal reader program. The Char-L pupils in this study gained 1.5 months more reading achievement than did the basal reader trained pupils.

Older students also have been shown to profit from instruction from methods recommended by private sector organizations. To this effect Miller (1987) reports that groups of students in their twenties who had had severe difficulties learning to read, or who were speakers of a foreign language, made an average growth in reading comprehension of 2.9 years after one school year's instruction with the Phonetic Reading Chain.

The teachers trained by yet a different private sector organization, the Warren Foundation, were so successful in promoting older students' growth in reading ability that this organization was named one the nation's 98 outstanding reading programs by the National Alliance of Business and the U.S. Department of Labor. Its accomplishments in this respect won for this organization President Reagan's Private Sector Initiatives Award. The average student in this program achieved 2.3 years of reading growth after only five weeks of instruction (Seattle Times, 1986). Students previously given its form of instruction are reported to gain at least an average of one year for every five weeks of study using its materials (Corwin, 1980).

Conclusions

The evidence from the three sources cited in this discussion suggest that the methods of instruction advocated by private sector organizations that train teachers of reading are superior to those taught in departments of education. While departments of education are continually barraged with negative criticisms of their operations, such censure apparently has not been made of private sector training of reading teachers. The department of education monopoly over the training of reading teachers thus appears to have resulted in a most unfortunate consequence—a relatively ineffective development of students' literacy skills by the teachers departments of education train.

VII
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VIII
Appendix

The following list of conclusions from academic surveys of what the experimental research says about the significance of phonics in the acquisition of reading is a representative sample of such reviews. A comprehensive collection of over 125 of these reviews is found in P. Groff (1987). *Preventing reading failure: An examination of the myths of reading instruction.* Portland, OR: National Book.

The reviews of the empirical research on the place of phonics in reading development give overwhelming support to the heavy emphasis on the intensive teaching of phonics that private sector organizations usually give in their instruction to reading teachers. This research fully substantiates their position on this matter. On the other hand, the research on phonics does not confirm the general practice by departments of education to advise teachers to teach phonics in an indirect, unsystematic, incidental and delayed manner, and to replace the teaching of phonics with instruction to their pupils on sight words and context cues.

Anderson, R.C., et al. (1985). *Becoming a nation of readers: The report of the Commission on Reading.* Washington, DC: National Institute of Education, U.S. Department of Education.

"Classroom research shows that, on the average, children who are taught phonics get off to a better start in learning to read than children who are not taught phonics. The advantage is most apparent on tests of word identification, though children in programs in which phonics gets a heavy stress also do better on tests of sentence and story comprehension, particularly in the early grades" (p. 37). "The picture that emerges from the research is that phonics facilitates word identification and that fast, accurate word identification is a necessary but not sufficient condition for comprehension" (p. 37).

Balmuth, M. (1982). *The roots of phonics.* New York, NY: McGraw-Hill.

"The simple fact is that, for those who are learning to read and spell, phonics is the inescapable essence of every word" (p. 2).

Baron, J. (1977). Mechanisms for pronouncing printed words: Use and acquisition. In D. LaBerge & S.J. Samuels (Eds)., *Basic processes in reading: Perception and comprehension.* Hillsdale, NJ: Lawrence Erlbaum.

"Orthographic rules are important in fluent reading. Their availability is helpful in reading words out loud. Given this, it is likely that

they are just as helpful in converting print into the kind of surface phonological representation that seems useful when short-term memory is required." "We have shown so far only that he [the child] must learn them [phonics rules] eventually if he is to have a full battery of reading skills" (p. 204). "Aside from such empirical evidence, there are practical arguments for the importance of [phonics] rules in early learning. The most convincing of these is the fact that the beginning reader who knows the rules can in essence teach himself to read" (p. 205).

Beck, I.L. (1981). Reading problems and instructional practices. In T.G. Waller & G.E. Mackinnon (Eds.), *Reading research: Advances in theory and practice, volume 2*. New York, NY: Academic.

The independent conclusions of prominent research are remarkably similar as they point out that "(1) there is evidence that a code-emphasis approach teaches the word recognition aspect of reading more effectively, and (2). . . there is no evidence that it inhibits comprehension" (p. 74).

Bryant, P.L. & Bradley L. (1985). *Children's reading problems*. New York, NY: Basil Blackwell.

Finds the research to say that "sensitivity to the sounds in words plays an important part in most children's success or failure in reading. Any child's skill with sounds will play a significant part in deciding whether he reads better or worse than would be expected" (p. 153). Thus, "backward readers are bad at dealing with the sounds imbedded in speech" (p. 74).

Calfee, R.C. & Drum, P.A. (1978). Learning to read: Theory, research and practice. *Curriculum Inquiry*, 8, 183-249.

"We have examined typical research put forward in support of the 'decoding but not comprehending' position, and found it actually supports the opposite position." "We have yet to encounter a student who could decode fluently but failed to comprehend" (p. 238).

Chall, J.S. (1967). *Learning to read: The great debate*. New York, NY: McGraw-Hill

The phonics approach (code-emphasis) "produces better results, at least up to the point where sufficient evidence seems to be available, the end of the third grade. The results are better, not only in terms of the mechanical aspects of literacy alone, as was once supposed, but also in terms of the ultimate goals of reading instruction—comprehension and even speed of reading" (p. 307).

"The research evidence from the classroom, the clinic, and the laboratory is also stronger now [1983] for a code-emphasis than it was in 1967" (p. 37, Second edition, 1983).

Downing, J. & Leong, C.K. (1982). *Psychology of reading*. New York, NY: Macmillan.

"The complimentary findings suggest that facility in decoding and extraction of word meaning are related. Less skilled comprehenders are deficient or inefficient in the utilization of decoding skills" (p. 313).

Farnham-Diggory, S. (1986). Introduction to the third revised edition. In R.B.

Spalding & W.T. Spalding, *The writing road to reading*. New York: William Morrow.

"Children can easily learn isolated phonemes, and once they have learned them, they can easily identify them in words. Once they understand what they are supposed to be listening *for*, they can readily categorize a wide range of /p/ sounds as all being represented by the same letter *p*. The research evidence on this point is absolutely beyond dispute" (p. 12).

Finn, C.E. (1986). *What works: Research about teaching and learning*. Washington, DC: U.S. Department of Education.

"Recent research indicates that, on the average, children who are taught phonics get off to a better start in learning to read than children who are not taught phonics" (p. 21).

Fowler, C.A. (1981). Some aspects of language perception by eye. In O.J.L. Tzeng & H. Singer (Eds.), *Perception of print*. Hillsdale, NJ: Lawrence Erlbaum.

"Studies suggest that children do exploit the spelling-to-sound route of access to the lexicon in their reading" (p. 188). Research also verifies that "the sound system must be critically involved in the reading process independently of level of reading skill" (p. 184). Thus, "holistic association of a written word to a spoken word would seem to have little to recommend it" (p. 185). Studies also show that "phonetic or phonological units are normally involved in the procedures surrounding the memory and comprehension of text" (p. 193).

Groff, P. & Seymour, D.Z. (1987). *Word recognition*. Springfield, IL: Charles C. Thomas.

"The research indicates we cannot merely say that children should learn phonics. To the contrary, the indications are they must learn it if they are to recognize words" (p. xii).

Gurren, L. & Hughes, A. (1983). Intensive phonics vs. gradual phonics in beginning reading: A review. In L.M. Gentile; M.L. Kamil & J.S. Blanchard (Eds.), *Reading research revisited*. Columbus, OH: Charles E. Merrill.

"Since the results of this comprehensive and objective review of rigorously controlled research indicate that a gradual phonics approach is significantly less effective than an intensive phonics approach in beginning reading instruction, the authors recommend that an intensive 'phonetic' approach be generally accepted as one of the most essential components of a good reading program" (p. 92).

Guthrie, J.T., et al. (1976). *A study of the locus and nature of reading problems in the elementary school*. Newark, DE: International Reading Association.

Survey of "first grade studies illustrated that skill-based instruction which emphasizes decoding had an edge in efficiency over language-based approaches" (p. 120) "Low achievers [in reading] seem to be inferior to higher achievers on: decoding accuracy, decoding speed" (p. 130) Accordingly, "acquisition of proficient decoding represents the major problem in early stages of reading" (p. 117).

Henderson, L. (1982). *Orthography and word recognition in reading*. New York, NY: Academic.

Studies indicate "that look-say methods lead to an early acquisition of a small sight vocabulary and then little progress beyond this" (p. 166).

Hume, C. (1981). *Reading retardation and multi-sensory teaching*. London: Routledge & Kegan, Paul.

Research in the field suggests that "an application of phonics enables a child to utilize this knowledge by supplying a strategy for translating written language into its spoken form. This allows new words to be deciphered; self-instruction may take place." Without phonics "each new word must be learnt as a unique entity, greatly increasing the load on memory" (p. 36). "An impairment in accessing the lexicon via a phonological route may provide an explanation for the retarded reader's problem" (p. 169).

Johnson, D.D. & Baumann, J.F. (1984). Word identification. In P.D. Pearson (Ed.), *Handbook of reading research*. New York, NY: Longman.

The research indicates that "programs emphasizing early, reasonably intensive phonics instruction produce readers who are more proficient at word pronunciation than programs emphasizing meaning." "The message is clear: if you want to improve word-identification ability, teach phonics" (p. 594).

Jorm, A.F. & Share, D.L. (1983). An invited article: Phonological recoding and reading acquisition. *Applied Psycholinguistics*, 4, 103-147.

"Our review of the available evidence leads us to conclude that phonological recoding plays a critical role in helping the child become a skilled reader" (p. 137). "Phonological recoding is vital to the acquisition of reading skill, because it acts as a self-teaching mechanism which enables the child to learn to identify words visually" (p. 139). "The evidence from classroom and laboratory research favours initial instructional programs which emphasize the acquisition of the alphabetic code" (p. 139). "We propose that such programs give children a self-teaching mechanism which permits them to decode new words independently" (p. 138).

Levy, B.A. (1978). Speech processing during reading. In A.M. Lesgold; J.W. Pellegrino; S.D. Fokkema & R. Glaser (Eds), *Cognitive psychology and instruction*. New York, NY: Plenum.

An examination of the research indicates that "phonemic representation is important in reading, largely because it acts as a good memory representation from which message comprehension can occur" (p. 127). "Speech recoding is useful when details of the presented message must be held in memory to complete a comprehension task. . .or when memory for detail is required" (p. 143).

Liberman, I.Y. & Shankweiler, D. (1985). Phonology and problems of learning to read and write. *Remedial and Special Education*, 6, 8-17.

The research suggests that "difficulties in the phonological domain are sufficient to cause problems in sentence understanding" since phonics

ability helps the reader "retain the words in the sentence and their order, briefly, while the information is processed through the several levels from sound to meaning" (p. 18).

Massaro, D.W. (1974). Primary and secondary recognition in reading. In D.W. Massaro (Ed.), *Understanding language*. New York, NY: Academic.

Models of reading that propose that the reader can go from visual features directly to meaning "simply do not have the machinery to describe what is known about reading" (p. 278). "We are not aware of any support for the notion that a phrase can be recognized before any of its component words" (p. 276).

McGuinness, D. (1985). *When children don't learn*. New York, NY: Basic Books.

Finds that research indicates that "phonemic decoding and encoding is the central problem in the mastery of any phonetic writing system" (p. 58). "A system based on phonetic and orthographic rules is far more efficient than memorizing each word separately" (pp. 58-59).

Miles, E. (1981). A study of dyslexic weaknesses and the consequences for teaching. In G.T. Pavlidis & T.R. Miles (Eds.), *Dyslexia research and its applications*. New York, NY: John Wiley.

Research with the dyslexic child suggests that "the risk [from teaching phonics] that he will be merely 'barking at print'—that is, reading accurately without understanding—is minimal since typically he is a child of good comprehension but inaccurate word attack. If, therefore, he is reading without understanding it is probably because the phonic difficulties of that particular text are so great that he cannot consider the meaning as well as make the right sounds" (p. 260).

Mosse, H.L. (1982). *The compiete handbook of children's reading disorders, volume 1*. New York, NY: Human Science.

Agrees that the research says that "teachers who used a method that the new anti-phonics movement would recommend found that the pupils they so instructed developed significantly less ability in reading than pupils of teachers who gave early, intensive phonics to their beginning readers" (p. 122).

National Advisory Council on Adult Education. (1986). *Illiteracy in America: Extent, causes, and suggested solutions*. Washington, DC: U.S. Government Printing Office.

"Since 1911, a total of 124 studies have compared the look-say/eclectic approach with phonics-first programs. Not one found look-say superior." "These major reviews. . .124 in all—revealed the superiority of the phonics method" (p. 23).

Perfetti, C.A. (1985). *Reading ability*. New York, NY: Oxford University.

Concludes that the research says that "learning to read is learning associations between print stimuli and oral language responses" (p. 216). "In learning to read an alphabetic language, a major factor is the abstractness of the phonemes onto which letters are to be mapped" (p. 230). "Successful readers. . .advance, with practice at reading, to a stage of

facility that is characterized by speeded word processes." This "word-processing efficiency leads to better comprehension, rather than being a by-product of comprehension" (p. 231).

Resnick, L.B. (1979). Theories and prescriptions for early reading instruction. In L.B. Resnick & P.A. Weaver (Eds.), *Theory and practice of early reading, volume 2*. Hillsdale, NJ: Lawrence Erlbaum.

"The review of field research in reading has suggested an advantage for code-oriented teaching roughly through the primary school years." "We need to include systematic, code-oriented instruction in the primary grades, no matter what else is also done." "The charge. . .that too early or too much emphasis on the code depresses comprehension finds no support in the empirical data" (p. 329). "Empirical evidence appears to support the code-first position. Initial emphasis on the code in a direct instruction program produces initial advantages and no long-term disadvantages" (p. 333).

Samuels, S.J. & Schachter, S.W. (1978). Controversial issues in beginning reading instruction: Meaning versus subskill emphasis. In S. Pflaum-Connor (Ed.), *Aspects of reading education*. Berkeley, CA: McCutchan.

Research indicates that "one important prerequisite is the development of decoding skills. These skills must be brought beyond the level of mere accuracy to the level of automaticity. When these skills become automatic, the student is able to decode the printed symbols without the aid of attention, thereby freeing attention for the all-important task of processing meaning" (p. 60).

Stanovich, K.E. (1982). Word recognition skill and reading ability. In M.H. Singer (Ed.), *Competent Reader, disabled reader: Research and application*. Hillsdale, NJ: Lawrence Erlbaum.

"The bulk of the research evidence suggests that word recognition ability represents a causal factor in the development of reading skill" (p. 86). "Most children with reading difficulties have problems decoding words" (p. 87). Experimental results "indicate that skilled readers, but not unskilled readers exploit a phonological code" (p. 88). "There is a strong relationship between word recognition speed and reading ability, particularly in early grades" (p. 83). So, "in order to get *started*, to *begin* to attain the levels of practice that make fluent reading possible, the child must engage in an effort to break the spelling-to-sound code" (p. 90). That is, the "evidence suggests that phoneme segmentation skill is a prerequisite or facilitator of reading ability" (p. 92).

Weaver, P. (Ed.). (1978). *Research within reach: A research-guided response to concerns of reading educators*. Washington, DC: U.S. Department of Health, Education and Welfare.

"We suggest that decoding be a primary objective of early reading instruction" (p. 59). "We recommend for teaching purposes that reading be viewed as a set of subskills that can be taught and integrated" (p. 7). "Research has demonstrated the importance of word recognition skill for overall reading performance" (p. 19). It shows that "there are some skills

that seem to be very important for learning to read." Among these are "being able to manipulate phonemes in words and understanding the conventions of printed language" (p. 32). The research "results tend to favor early and systematic code instruction over a whole word approach" (p. 65). "Consequently, we recommend that expert and automatic decoding be a primary goal of early grades reading instruction" (p. 60).

Williams, J. (1979). The ABC's of reading: A program for the learning disabled. In L.B. Resnick & P.A. Weaver (Eds.), *Theory and practice of early reading, volume 3*. Hillsdale, NJ: Lawrence Erlbaum.

"More and more studies have corroborated this point of view": an "instructional program which develops word analysis skills to a high level of proficiency shows some transfer of these skills to the reading task." Thus, "it is clear that progress in beginning reading is related to proficiency in those auditory skills that can be identified as components of the decoding process" (p. 183).

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